

NORTHERN STATE UNIVERSITY
Millicent Atkins School of Education
Teacher Education Preparation Program

ANNUAL UNIT REPORT
AY 2018-2019

Northern State University Mission

Northern State University is a premier residential, liberal arts institution characterized by outstanding instruction, extraordinary community relations and unparalleled co-curricular opportunities.

Vision

Northern State University will boast an unparalleled residential liberal arts education and become a leading regional university integrating education and technology.

Values

- **Community:** With strong ties to our city and region, we are a welcoming community of scholars and learners with a focus on a student-centered environment.
- **Scholarship:** We engage in research and creative activities in an innovative atmosphere of intellectual rigor, with academic freedom and integrity.
- **Citizenship:** We educate individuals for a lifetime of learning and service to their ever-changing communities, nations and world.

Guiding Framework

The Millicent Atkins School of Education Teacher Preparation Program uses the InTASC Standards as our guiding framework. InTasc has ten standards, divided into 4 categories: The Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility. These standards are integrated throughout every aspect of our teacher preparation program.

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Enrollment and Graduation Snapshots

ENROLLMENT SUMMARIES (declared majors)

Programs	Fall 2018	Spring 2019
BSED Elementary Education	132	128
BSED Special Education	25	30
BSED ELED/SPED Double Major	42	40
K-12 Education Programs		
BSED ART	11	13
BME Music	50	49
BSED PE	30	26
BSED Spanish	2	1
Secondary Education Programs		
BSED Biology	6	5
BSED Chemistry	1	1
BSED English	28	24
BSED History	32	34
BSED Math	13	11
Advanced Education Programs		
MME Music Education	20	23
MSED Education Studies	21	20
MSED Leadership & Administration	19	22
MSED Teaching & Learning	40	37
TOTALS		

GRADUATION SUMMARIES (degrees conferred)

Programs	Fall 2018	Spring 2019	Summer 2019
BSED Elementary Education	5	23	3
BSED Special Education	1	3	
BSED ELED/SPED Double Major	1		
K-12 Education Programs			
BSED ART		1	
BME Music	1	6	
BSED PE	4	2	
BSED Spanish			
Secondary Education Programs			
BSED Biology		1	
BSED Chemistry			
BSED English	1	2	
BSED History		3	
BSED Math	1		
Advanced Education Programs			
MME Music Education	2	3	3
MSED Education Studies		2	1
MSED Leadership & Administration	2	4	2
MSED Teaching & Learning	1	2	36
TOTALS			

TEP Enrollment Breakdown by Class Level

	Fall 2018						Spring 2019					
	FR	SO	JR	SR	GR	TTL	FR	SO	JR	SR	GR	TTL
ELED	29	35	26	32		122	28	34	30	36		128
EL/SPED	12	8	9	13		42	10	8	6	16		40
SPED	6	10	4	5		25	4	9	10	7		30
SPED MINOR	1	6	2	1		10	2	5	5	2		14
ECE MINOR	4	5	7	6		22	4	4	4	9		21
BIOL	3	1	1	1		6		2	2	1		5
CHEM		1				1			1			1
ENGL	7	8	4	9		28	7	3	5	9		24
HIST	13	9	5	5		32	9	10	5	10		34
MATH	5	1	4	3		13	3	3	4	1		11
SPAN			2			2			1			1
PE	10	4	4	12		30	8	4	8	6		26
PE/HE MINOR	1	3	7	9		20	2	2	12	6		22
ART	4	3	1	3		11	3	4	2	4		13
MUSI	7	3		3		13	6	2	2	4		14
MUSI/V	5	10	2	6		23	2	8	5	7		22
MUSV	1	4	6	3		14		4	6	3		13
MME					20	20					23	23
EDST					21	21					20	20
LEAD					19	19					22	22
TELE					40	40					37	37
TOTAL	108	111	84	111	100	514	88	102	108	121	102	521

TEP DEMOGRAPHIC BREAKDOWN BY PROGRAM

Fall 2018	ELED	SPED	EL/SP ED	SPED minor	ECE minor	BIO	CHE M	ENGL	HIST	Math	SPAN	PE	PE/H E	Art	Music - I	Music - V	Music - I/V	MME	EDST	LEAD	TELE	Total	
AM	1								1			1		1	1	1	2				1	9	
AS	1								1				1				1		1				5
BL	1										1	1	1			1			1				6
HL								1	1		2			1		1	2		1				9
PI																							0
WH	130	25	42	10	22	6	1	28	30	13	2	28	19	10	12	13	20	20	19	19	39	508	
Male	11	4	8	1	0	1	0	9	25	6	1	19	5	1	11	5	7	2	7	9	6	138	
Female	121	21	34	9	22	5	1	19	7	7	1	11	15	10	2	9	16	18	14	10	34	386	
Aberdeen	27	6	8	0	8	1	0	4	3	3	0	3	5	3	3	4	3	1	13	2	10	107	
Brookings	2	2										1	1					2				8	
Gettysburg	1		1																			2	
Huron	5							2	1		1			1		1	3				9	23	
Mitchell								1								1		2			1	5	
Mobridge	1	2						2				1				1		1		1		9	
Pierre	1					1		1								1	2				1	7	
Rapid City	1														1		1			1		4	
Sioux Falls	3		3					1	2			2	2					1			2	16	
Watertown	11	3	4		2			1	3	1		1	1			1			1			29	
Larger SD Towns	25	7	8	0	2	1	0	8	6	1	1	5	4	1	1	5	6	6	1	2	13	103	
Britton	3				1							1				1				1		7	
Frederick																				1		1	
Groton	4	1		1		1		1					1	1							1	11	
Ipswich			1							1											1	3	
Langford	1									1												2	
Leola	1		1																			2	
Mina	4				2																	6	
Redfield	1											1		1							1	4	
Wamer				1		1																2	
Webster	6							1											1			8	
Neighbor Towns	20	1	2	2	3	2	0	1	1	2	0	2	1	2	0	1	0	0	1	2	3	46	
Other SD Towns	42	8	13	6	6	2	0	9	10	5	0	5	4	3	8	2	6	2	4	9	11	155	
Iowa	1																					1	
Minnesota	7	2	3					2	5	1		10	4			1	2	8				45	
Montana			1					1														2	
Nebraska	2		1		1				3									1		1	1	10	
North Dakota	4	1	6	1	2		1	2	3	1		2		2		1	5	2		2	1	36	
Wyoming											1	1	1									3	
Neighbor States	14	3	11	1	3	0	1	5	11	2	1	13	5	2	0	2	7	11	0	3	2	97	
Other US States	3	0	0	0	0	0	0	1	1	0	0	2	1	0	0	0	0	0	0	1	1	10	
Outside of US	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	2	0	0	5	
Total Individuals	132	25	42	10	22	6	1	28	32	13	2	30	20	11	13	14	23	20	21	19	40	524	

Spring 2019	ELED	SPED	EL/SP ED	SPED minor	ECE minor	BIO	CHE M	ENGL	HIST	Math	SPAN	PE	PE/H E	Art	Music - I	Music - V	Music - I/V	MME	EDST	LEAD	TELE	Total
AM	1							1	1			1		1	1	2	1				1	10
AS													1		1		1		1			4
BL	1							1				1	1			1			2			7
HL	1								2		1			1		1	2		1			9
PI								1														1
WH	127	30	40	14	21	5	1	23	33	11	1	24	21	12	12	11	20	23	17	22	36	504
Male	12	5	7	0	0	2	1	5	25	4	1	17	7	2	11	4	7	5	8	14	4	141
Female	116	25	33	14	21	3	0	19	9	7	0	9	15	11	3	9	15	18	12	8	33	380
Aberdeen	24	7	9	1	6	0	1	5	2	1	0	4	5	3	4	3	2	0	12	4	9	102
Brookings	2	2										1	1					2				8
Gettysburg	1		1																			2
Huron	3		1					2	1	1				1		1	3				9	22
Mitchell														1		1		2			1	5
Mobridge	1	1	1					1				1	1			1		1				8
Pierre	2			1				1		1					1	1	2				1	10
Rapid City	1		1												1		1			1		5
Sioux Falls	4		1						2			1	1	1				2			2	14
Watertown	9	4	4	1	2				2	1		1	1			1			1	3		30
Larger SD Towns	23	7	9	2	2	0	0	4	5	3	0	4	4	3	2	5	6	7	1	4	13	104
Britton	2				1					1		1				1				1		7
Frederick																				1		1
Groton	5	1	1	1		1		1					1	1							1	13
Ipswich		1								1											1	3
Langford	1									1												2
Leola	1		1																			2
Mina	5				2																	7
Redfield	1											1		1							1	4
Wamer																						0
Webster	3				1			1	1										1			7
Neighbor Towns	18	2	2	1	4	1	0	2	1	3	0	2	1	2	0	1	0	0	1	2	3	46
Other SD Towns	42	9	11	8	5	2	0	7	12	3	0	5	6	3	4	2	6	2	3	6	10	146
Iowa	1					1						1										3
Minnesota	8	2	1	1	1	1		3	6	1		7	3			1	2	10				47
Montana			1					1														2
Nebraska	2		1		1				3									1		1	1	10
North Dakota	5	1	6	1	2			2	4			1		2	1	1	5	2		3		36
Wyoming											1											1
Neighbor States	16	3	9	2	4	2	0	6	13	1	1	9	3	2	1	2	7	13	0	4	1	99
Other US States	4	2	0	0	0	0	0	0	1	0	0	2	2	0	0	0	0	1	0	1	1	14
Outside of US	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	3	0	0	5
Total Individuals	128	30	40	14	21	5	1	24	34	11	1	26	22	13	14	13	22	23	20	22	37	521

CONTENT KNOWLEDGE

Teacher candidates complete the *Praxis II* assessment which measures knowledge of specific subjects that K–12 educators will teach, as well as general and subject-specific teaching skills and knowledge. Students are required to successfully pass this examination prior to Student Teaching. The state of South Dakota requires this assessment for licensure.

Exam Name	Praxis First Time Pass Rate			Praxis Total Scores (includes no pass)				
	No Pass	Pass	% Pass	Count	Average	Min	Max	Cut Score
ART CONTENT KNOWLEDGE II	2	1	33.33%	7	149.71	151	138	158
BIOLOGY CONTENT KNOWLEDGE	0	5	100.00%	5	163.20	147	177	147
CHEMISTRY CONTENT KNOWLEDGE	0	0	-	0	-	-	-	-
ELEM ED CONTENT KNOWLEDGE 5002 Reading	4	30	88.24%	39	161.62	129	189	150
ELEM ED CONTENT KNOWLEDGE 5003 Math	2	32	94.12%	37	171.41	110	199	146
ELEM ED CONTENT KNOWLEDGE 5004 Social Studies	7	29	80.56%	47	156.15	125	184	147
ELEM ED CONTENT KNOWLEDGE 5005 Sciemce	7	28	80.00%	43	158.70	119	188	150
ELEM ED CONTENT KNOWLEDGE 7802 Reading	0	2	100.00%	2	165.00	165	165	156
ELEM ED CONTENT KNOWLEDGE 7803 Math	1	1	50.00%	4	148.75	141	152	143
ELEM ED CONTENT KNOWLEDGE 7804 Science	0	2	100.00%	2	155.50	154	157	144
ELEM ED CONTENT KNOWLEDGE 7805 Social Studies	1	0	0.00%	9	139.33	130	152	147
ENG LANG/LIT COMP CONTENT KNOWLEDGE	1	4	80.00%	5	174.20	161	185	167
MATHEMATICS CONTENT KNOWLEDGE	2	1	33.33%	4	154.00	125	192	160
MUSIC CONTENT KNOWLEDGE	0	7	100.00%	7	162.29	154	171	150
PHYS ED CONTENT KNOWLEDGE	0	5	100.00%	5	155.20	148	161	140
SPED CORE KNOWLEDGE & APPLICATIONS	0	11	100.00%	11	172.09	164	180	145
SPANISH WORLD LANGUAGE	0	1	100.00%	1	160.00	160	160	160
WORLD AND U.S. HISTORY CK	1	4	80.00%	8	150.50	129	173	135

PRINCIPLES OF LEARNING & TEACHING

The purpose of this test is to assess a new teacher’s knowledge and understanding of education practices foundational to beginning a career as a professional educator. The test content assesses key indicators of the beginning educator’s knowledge of topics such as human development, learning processes, instructional processes, diverse learners, educational psychology, and professional issues. Each test includes questions that apply specifically to the stated grade range of the test as well as some that are universal to all grade levels. The state of South Dakota requires successful completion of this assessment prior to licensure.

Exam Name	Praxis First Time Pass Rate**			Praxis Total Scores (includes “No Pass”)**				
	No Pass	Pass	% Pass	Count	Average	Min	Max	Cut Score
PRINC LEARNING AND TEACHING K-6 II	4	32	88.89%	40	171.35	155	191	160
PRINC LEARNING AND TEACHING 7-12 II	4	26	87%	35	169.46	146	186	157

5-yr. Performance: Attending Institution Data
 South Dakota Dept of Education
 Institution: Northern State University
 Test:--All Tests Included--
 Test Year: SEP-2018 TO AUG-2019
 Highest Score
 Include All Deliverv Modes: Yes

Test Name	Passing Score	Testing Year	# Exams Taken	# Individual	Mean Score	# Passing	% Passing	Median Score
0439 Middle School Science	138	2013-2014	2	1	*	*	*	*
Art: Content Knowledge (5134/0134)	151	2013-2014	2	2	*	*	*	*
Art: Content Knowledge (5134/0134)	151	2014-2015	1	1	*	*	*	*
Art: Content Knowledge (5134/0134)	151	2015-2016	10	5	153.60	5	100.00	153.00
Art: Content Knowledge (5134/0134)	151	2016-2017	8	7	165.43	6	85.71	164.00
Art: Content Knowledge (5134/0134)	151	2017-2018	1	1	*	*	*	*
Art: Content Knowledge (5134/0134)	151	2018-2019	7	3	*	*	*	*
Biology: Content Knowledge (5235/0235)	147	2013-2014	11	5	159.40	5	100.00	153.00
Biology: Content Knowledge (5235/0235)	147	2014-2015	2	2	*	*	*	*
Biology: Content Knowledge (5235/0235)	147	2015-2016	5	5	157.20	5	100.00	154.00
Biology: Content Knowledge (5235/0235)	147	2016-2017	4	4	*	*	*	*
Biology: Content Knowledge (5235/0235)	147	2017-2018	2	2	*	*	*	*
Biology: Content Knowledge (5235/0235)	147	2018-2019	5	5	163.20	5	100.00	163.00
Business Education: Content Knowledge (5101/0101)	148	2016-2017	2	2	*	*	*	*
Business Education: Content Knowledge (5101/0101)	148	2017-2018	1	1	*	*	*	*
Chemistry: Content Knowledge (5245/0245)	135	2014-2015	1	1	*	*	*	*
Chemistry: Content Knowledge (5245/0245)	135	2015-2016	5	4	*	*	*	*
Chemistry: Content Knowledge (5245/0245)	135	2016-2017	5	2	*	*	*	*
Chemistry: Content Knowledge (5245/0245)	135	2017-2018	1	1	*	*	*	*
Chemistry: Content Knowledge (5245/0245)	135	2018-2019	1	1	*	*	*	*
Computer Science (5652/0652)	142	2018-2019	1	1	*	*	*	*
Early Childhood Education (5025/0025)	156	2017-2018	1	1	*	*	*	*
Earth and Space Sci: Content Knowledge (5571/0571)	150	2015-2016	1	1	*	*	*	*
Earth and Space Sci: Content Knowledge (5571/0571)	150	2016-2017	1	1	*	*	*	*
Economics (5911/0911)	147	2015-2016	1	1	*	*	*	*
Ed Leadership: Admin and Supervision (5411/0411)	145	2016-2017	1	1	*	*	*	*
Ed Leadership: Admin and Supervision (5411/0411)	145	2017-2018	1	1	*	*	*	*
Education of Young Children (5021/0021)	166	2013-2014	9	9	179.56	8	88.89	182.00
Education of Young Children (5021/0021)	166	2014-2015	2	2	*	*	*	*

Education of Young Children (5024/0024)	160	2015-2016	14	11	162.00	9	81.82	163.00
Education of Young Children (5024/0024)	160	2016-2017	11	11	169.73	11	100.00	172.00
Education of Young Children (5024/0024)	160	2017-2018	1	1	*	*	*	*
Education of Young Children (5024/0024)	160	2018-2019	6	6	172.33	6	100.00	174.00
Elem Ed: CKT Mathematics Subtest (7803/2803)	143	2017-2018	5	5	165.20	5	100.00	162.00
Elem Ed: CKT Mathematics Subtest (7803/2803)	143	2018-2019	3	2	*	*	*	*
Elem Ed: CKT Reading/Lang Arts Subtest (7802/2802)	156	2017-2018	7	5	171.00	5	100.00	169.00
Elem Ed: CKT Reading/Lang Arts Subtest (7802/2802)	156	2018-2019	2	2	*	*	*	*
Elem Ed: CKT Science Subtest (7804/2804)	144	2017-2018	5	5	175.60	5	100.00	182.00
Elem Ed: CKT Science Subtest (7804/2804)	144	2018-2019	2	2	*	*	*	*
Elem Ed: Content Knowledge (5014/0014)	140	2013-2014	48	47	164.60	47	100.00	164.00
Elem Ed: Content Knowledge (5014/0014)	140	2014-2015	41	41	167.10	40	97.56	168.00
Elem Ed: Content Knowledge (5018/0018)	157	2015-2016	43	36	171.39	35	97.22	170.00
Elem Ed: Content Knowledge (5018/0018)	157	2016-2017	77	52	164.54	41	78.85	162.50
Elem Ed: Content Knowledge (5018/0018)	157	2017-2018	3	3	*	*	*	*
Elem Ed: Content Knowledge (5018/0018)	157	2018-2019	1	1	*	*	*	*
Elem Ed: MS Mathematics Subtest (5003/0003)	146	2016-2017	9	8	166.50	8	100.00	161.00
Elem Ed: MS Mathematics Subtest (5003/0003)	146	2017-2018	32	28	168.39	28	100.00	167.00
Elem Ed: MS Mathematics Subtest (5003/0003)	146	2018-2019	37	34	174.94	34	100.00	177.00
Elem Ed: MS Reading Lang Arts Subtest (5002/0002)	150	2016-2017	10	8	156.88	7	87.50	155.00
Elem Ed: MS Reading Lang Arts Subtest (5002/0002)	150	2017-2018	34	29	164.24	29	100.00	162.00
Elem Ed: MS Reading Lang Arts Subtest (5002/0002)	150	2018-2019	39	34	164.74	32	94.12	164.50
Elem Ed: MS Science Subtest (5005/0005)	150	2016-2017	10	8	158.88	7	87.50	160.00
Elem Ed: MS Science Subtest (5005/0005)	150	2017-2018	39	28	163.46	27	96.43	161.50
Elem Ed: MS Science Subtest (5005/0005)	150	2018-2019	42	35	162.63	33	94.29	162.00
Elem Ed: MS Social Studies Subtest (5004/0004)	147	2016-2017	11	8	152.13	5	62.50	150.00
Elem Ed: MS Social Studies Subtest (5004/0004)	147	2017-2018	55	31	161.65	30	96.77	160.00
Elem Ed: MS Social Studies Subtest (5004/0004)	147	2018-2019	46	36	160.86	33	91.67	160.00
Elem Ed: Social Studies Subtest (7805/2805)	147	2017-2018	5	5	166.60	5	100.00	167.00
Elem Ed: Social Studies Subtest (7805/2805)	147	2018-2019	8	2	*	*	*	*
English Lang Arts: Content Knowledge (5038/0038)	167	2013-2014	3	2	*	*	*	*
English Lang Arts: Content Knowledge (5038/0038)	167	2015-2016	8	5	175.60	5	100.00	177.00
English Lang Arts: Content Knowledge (5038/0038)	167	2016-2017	5	5	166.40	3	60.00	170.00
English Lang Arts: Content Knowledge (5038/0038)	167	2017-2018	5	5	182.20	5	100.00	180.00
English Lang Arts: Content Knowledge (5038/0038)	167	2018-2019	5	5	174.20	4	80.00	172.00
English to Speakers of Other Languages (5362/0362)	155	2017-2018	2	2	*	*	*	*
English to Speakers of Other Languages (5362/0362)	155	2018-2019	1	1	*	*	*	*
Family and Consumer Sciences (5122/0122)	153	2015-2016	1	1	*	*	*	*
Family and Consumer Sciences (5122/0122)	153	2016-2017	2	2	*	*	*	*

Family and Consumer Sciences (5122/0122)	153	2017-2018	2	2	*	*	*	*
General Science: Content Knowledge (5435/0435)	143	2015-2016	2	1	*	*	*	*
General Science: Content Knowledge (5435/0435)	143	2017-2018	1	1	*	*	*	*
General Science: Content Knowledge (5435/0435)	143	2018-2019	1	1	*	*	*	*
Geography (5921/0921)	138	2015-2016	2	2	*	*	*	*
Geography (5921/0921)	138	2017-2018	1	1	*	*	*	*
Geography (5921/0921)	138	2018-2019	1	1	*	*	*	*
German: World Language (5183/0183)	154	2017-2018	1	1	*	*	*	*
German: World Language (5183/0183)	154	2018-2019	1	1	*	*	*	*
Government/Political Science (5931/0931)	149	2015-2016	1	1	*	*	*	*
Government/Political Science (5931/0931)	149	2016-2017	3	2	*	*	*	*
Government/Political Science (5931/0931)	149	2017-2018	2	2	*	*	*	*
Government/Political Science (5931/0931)	149	2018-2019	1	1	*	*	*	*
Health Education (5551/0551)	145	2013-2014	1	1	*	*	*	*
Health Education (5551/0551)	145	2015-2016	2	2	*	*	*	*
Health Education (5551/0551)	145	2018-2019	4	4	*	*	*	*
Journalism (5223/0223)	150	2016-2017	1	1	*	*	*	*
Journalism (5223/0223)	150	2017-2018	1	1	*	*	*	*
Library Media Specialist (5311/0311)	152	2018-2019	2	2	*	*	*	*
Mathematics: Content Knowledge (5161/0161)	160	2013-2014	4	2	*	*	*	*
Mathematics: Content Knowledge (5161/0161)	160	2014-2015	7	5	172.20	5	100.00	171.00
Mathematics: Content Knowledge (5161/0161)	160	2015-2016	5	4	*	*	*	*
Mathematics: Content Knowledge (5161/0161)	160	2016-2017	5	4	*	*	*	*
Mathematics: Content Knowledge (5161/0161)	160	2017-2018	10	6	159.83	4	66.67	164.00
Mathematics: Content Knowledge (5161/0161)	160	2018-2019	4	3	*	*	*	*
Middle School English Language Arts (5047/0047)	164	2015-2016	10	7	170.29	7	100.00	170.00
Middle School English Language Arts (5047/0047)	164	2016-2017	4	4	*	*	*	*
Middle School English Language Arts (5047/0047)	164	2017-2018	1	1	*	*	*	*
Middle School English Language Arts (5047/0047)	164	2018-2019	2	1	*	*	*	*
Middle School Mathematics (5169/0169)	165	2014-2015	3	2	*	*	*	*
Middle School Mathematics (5169/0169)	165	2015-2016	17	15	164.80	10	66.67	169.00
Middle School Mathematics (5169/0169)	165	2016-2017	5	5	157.40	1	20.00	160.00
Middle School Mathematics (5169/0169)	165	2017-2018	3	2	*	*	*	*
Middle School Mathematics (5169/0169)	165	2018-2019	5	4	*	*	*	*
Middle School Science (5440/0440)	150	2014-2015	1	1	*	*	*	*
Middle School Science (5440/0440)	150	2015-2016	4	2	*	*	*	*
Middle School Science (5440/0440)	150	2016-2017	1	1	*	*	*	*
Middle School Science (5440/0440)	150	2017-2018	2	2	*	*	*	*
Middle School Science (5440/0440)	150	2018-2019	2	2	*	*	*	*

Middle School Social Studies (5089/0089)	145	2014-2015	1	1	*	*	*	*
Middle School Social Studies (5089/0089)	145	2015-2016	5	5	151.40	4	80.00	151.00
Middle School Social Studies (5089/0089)	145	2016-2017	2	2	*	*	*	*
Middle School Social Studies (5089/0089)	145	2017-2018	2	2	*	*	*	*
Middle School Social Studies (5089/0089)	145	2018-2019	2	1	*	*	*	*
Middle School: Content Knowledge (5146/0146)	141	2014-2015	1	1	*	*	*	*
Middle School: Content Knowledge (5146/0146)	141	2015-2016	4	4	*	*	*	*
Music: Content Knowledge (5113/0113)	150	2013-2014	8	8	167.00	7	87.50	169.00
Music: Content Knowledge (5113/0113)	150	2014-2015	21	16	159.69	15	93.75	158.50
Music: Content Knowledge (5113/0113)	150	2015-2016	15	13	163.31	11	84.62	161.00
Music: Content Knowledge (5113/0113)	150	2016-2017	16	13	158.92	11	84.62	160.00
Music: Content Knowledge (5113/0113)	150	2017-2018	9	9	174.89	9	100.00	178.00
Music: Content Knowledge (5113/0113)	150	2018-2019	8	8	159.50	7	87.50	161.50
Physical Education: Content Knowledge (5091/0091)	140	2013-2014	3	3	*	*	*	*
Physical Education: Content Knowledge (5091/0091)	140	2015-2016	3	3	*	*	*	*
Physical Education: Content Knowledge (5091/0091)	140	2017-2018	11	11	158.18	11	100.00	157.00
Physical Education: Content Knowledge (5091/0091)	140	2018-2019	7	7	157.14	7	100.00	156.00
Physics: Content Knowledge (5265/0265)	130	2016-2017	3	3	*	*	*	*
Principles of Learn Teach: Grades 5-9 (5623/0623)	160	2013-2014	1	1	*	*	*	*
Principles of Learn Teach: Grades 5-9 (5623/0623)	160	2015-2016	2	2	*	*	*	*
Principles of Learn Teach: Grades 7-12 (5624/0624)	157	2013-2014	33	33	173.30	31	93.94	173.00
Principles of Learn Teach: Grades 7-12 (5624/0624)	157	2014-2015	33	29	172.62	28	96.55	172.00
Principles of Learn Teach: Grades 7-12 (5624/0624)	157	2015-2016	31	27	173.44	26	96.30	176.00
Principles of Learn Teach: Grades 7-12 (5624/0624)	157	2016-2017	33	28	173.89	28	100.00	174.50
Principles of Learn Teach: Grades 7-12 (5624/0624)	157	2017-2018	30	30	174.90	30	100.00	176.50
Principles of Learn Teach: Grades 7-12 (5624/0624)	157	2018-2019	36	32	172.34	30	93.75	172.50
Principles of Learn Teach: Grades K-6 (5622/0622)	160	2013-2014	37	34	177.15	33	97.06	177.00
Principles of Learn Teach: Grades K-6 (5622/0622)	160	2014-2015	45	44	173.23	42	95.45	174.00
Principles of Learn Teach: Grades K-6 (5622/0622)	160	2015-2016	47	45	176.20	44	97.78	178.00
Principles of Learn Teach: Grades K-6 (5622/0622)	160	2016-2017	38	35	174.23	35	100.00	174.00
Principles of Learn Teach: Grades K-6 (5622/0622)	160	2017-2018	60	53	171.45	51	96.23	170.00
Principles of Learn Teach: Grades K-6 (5622/0622)	160	2018-2019	40	36	172.97	36	100.00	171.50
Professional School Counselor (5421/0421)	164	2017-2018	4	4	*	*	*	*
Professional School Counselor (5421/0421)	164	2018-2019	1	1	*	*	*	*
Psychology (5391/0391)	154	2017-2018	1	1	*	*	*	*
Psychology (5391/0391)	154	2018-2019	1	1	*	*	*	*
School Leaders Licensure Assessment (6011/1011)	163	2018-2019	1	1	*	*	*	*
School Superintendent Assessment (6021/1021)	160	2018-2019	1	1	*	*	*	*
Social Studies: Content Knowledge (5081/0081)	146	2015-2016	2	2	*	*	*	*

Social Studies: Content Knowledge (5081/0081)	146	2016-2017	2	1	*	*	*	*
Social Studies: Content Knowledge (5081/0081)	146	2018-2019	2	2	*	*	*	*
Spanish: World Language (5195/0195)	160	2014-2015	1	1	*	*	*	*
Spanish: World Language (5195/0195)	160	2015-2016	6	3	*	*	*	*
Spanish: World Language (5195/0195)	160	2016-2017	2	1	*	*	*	*
Spanish: World Language (5195/0195)	160	2017-2018	2	2	*	*	*	*
Spanish: World Language (5195/0195)	160	2018-2019	1	1	*	*	*	*
Special Ed: Core Knowledge & Applic (5354/0354)	145	2013-2014	13	13	173.85	13	100.00	178.00
Special Ed: Core Knowledge & Applic (5354/0354)	145	2014-2015	12	12	167.67	12	100.00	166.00
Special Ed: Core Knowledge & Applic (5354/0354)	145	2015-2016	18	18	171.78	17	94.44	173.00
Special Ed: Core Knowledge & Applic (5354/0354)	145	2016-2017	14	14	167.57	14	100.00	170.50
Special Ed: Core Knowledge & Applic (5354/0354)	145	2017-2018	6	6	173.00	6	100.00	173.50
Special Ed: Core Knowledge & Applic (5354/0354)	145	2018-2019	10	10	172.90	10	100.00	173.50
Special Ed: Preschool/Early Childhood (5691/0691)	159	2014-2015	2	2	*	*	*	*
Special Ed: Preschool/Early Childhood (5691/0691)	159	2015-2016	2	2	*	*	*	*
Special Ed: Preschool/Early Childhood (5691/0691)	159	2016-2017	6	5	159.20	3	60.00	159.00
Special Ed: Preschool/Early Childhood (5691/0691)	159	2017-2018	2	2	*	*	*	*
Special Ed: Preschool/Early Childhood (5691/0691)	159	2018-2019	4	4	*	*	*	*
Speech Communication: Content Knowldg (5221/0221)	143	2013-2014	1	1	*	*	*	*
Speech Communication: Content Knowldg (5221/0221)	143	2015-2016	2	2	*	*	*	*
Teaching Reading (5204/0204)	154	2015-2016	1	1	*	*	*	*
Teaching Reading (5204/0204)	154	2018-2019	1	1	*	*	*	*
Technology Education (5051/0051)	154	2016-2017	2	2	*	*	*	*
Technology Education (5051/0051)	154	2017-2018	1	1	*	*	*	*
Theatre (5641/0641)	148	2015-2016	1	1	*	*	*	*
World and US History: Content Knowldg (5941/0941)	135	2013-2014	4	4	*	*	*	*
World and US History: Content Knowldg (5941/0941)	135	2014-2015	4	4	*	*	*	*
World and US History: Content Knowldg (5941/0941)	135	2015-2016	7	6	149.33	5	83.33	151.00
World and US History: Content Knowldg (5941/0941)	135	2016-2017	4	4	*	*	*	*
World and US History: Content Knowldg (5941/0941)	135	2017-2018	5	5	160.20	5	100.00	162.00
World and US History: Content Knowldg (5941/0941)	135	2018-2019	8	6	157.67	5	83.33	160.00

* No data are displayed because the test taker count is fewer than 5.

CLASSROOM DISPOSITIONS

*The School of Education has an obligation to the teaching profession to maintain high standards for teacher candidates. In addition to meeting academic performance requirements, teacher candidates must also demonstrate attitudes and behaviors that are consistent with professional conduct. The following eight dispositions will be evaluated by NSU classroom faculty in selected education courses. Under each Disposition heading is a list of example indicators which is intended to provide a sample of the types of behaviors that may be observed for each disposition. *A rating of a 1 or 2 indicates the need for some level of intervention or degree of growth. The rating system which will be used to report performance on each disposition is as follows: 4 – Exceeds Expectations; 3 – Meets Expectations; 2 – Developing; 1 – Unacceptable; 0 – Not Observed*

I. Demonstrates Professionalism

• Dresses professionally • Comes to school prepared and with needed materials • Maintains confidentiality • Maintains professional boundaries with students and families • Responds to correspondence promptly • Exhibits regular punctuality and attendance as required • Follows through on commitments • Separates personal life from professional responsibilities • Upholds ethical responsibilities

II. Shows Initiative

• Demonstrates curiosity and willingness to learn • Takes responsibility for knowing contextual information • Seeks solutions to problems instead of complaining • Researches effective teaching practices • Applies new ideas to practice • Goes beyond minimum requirements

III. Demonstrates Effective Written Communication Skills

• Communicates in a professional manner • Uses correct spelling and grammar • Adjusts written correspondence appropriately for audience or need

IV. Demonstrates Effective Oral Communication Skills

• Presents information effectively (e.g. on topic, logical); models correct language and grammar • Varies volume, rate and tone of voice to convey enthusiasm for the content and student learning • Communicates with students at a developmentally appropriate level • Listens respectfully while others are speaking

V. Exhibits an Appreciation and Value for Diversity

• Demonstrates sensitivity toward all diversities/differences (e.g. ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation) • Believes that all students can learn (e.g. has high expectations for students) • Meets the educational needs of all students equitably (ex. Differentiates instruction and encourages all students) • Contributes to the development of a safe classroom environment

VI. Collaborates Effectively with Supervisors, Peers, Guardians, and Students

• Demonstrates ability to work effectively with others (e.g. team player) • Accepts and implements constructive feedback • Demonstrates flexibility when working with others • Does not exhibit a sense of entitlement

VII. Is a Reflective Learner

• Reflects accurately on performance and identifies areas for growth/improvement • Accepts responsibility for own behaviors and performance • Solicits feedback from school professionals • Seeks appropriate resources to improve skills and knowledge • Adjusts teaching based on feedback and reflection

VIII. Practices Professional Ethics

• Understands the ethics of teaching, as defined in SDCL 13-43-45 • Is able to perceive an ethical dilemma and its potential consequences • Reports any potential ethical issues to the appropriate overseers • Recognizes stakeholders and their views within the context of an ethical dilemma • Can identify alternate course of actions/solutions to an ethical dilemma

Fall 2018

Summary		Midterm								Final								Growth from Midterm to Final							
		I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII
Intro*	AVG	2.95	2.99	2.97	2.97	2.99	2.99	2.95	3.00	2.96	2.98	2.98	2.97	3.00	2.98	2.98	3.00	-0.03	-0.07	-0.05	-0.05	-0.05	-0.06	-0.02	-0.04
	STD	0.27	0.08	0.17	0.17	0.08	0.11	0.34	0.00	0.46	0.33	0.19	0.28	0.00	0.39	0.13	0.00	0.56	0.50	0.43	0.45	0.40	0.54	0.54	0.34
	N	173	173	173	173	173	173	173	78	170	170	170	170	170	170	170	101	173	173	173	173	173	173	173	78
Block 1*	AVG	2.96	2.86	2.98	3.01	3.00	3.02	3.00	3.00	2.93	2.97	3.07	3.02	3.12	3.04	3.01	3.10	-0.02	0.11	0.08	0.01	0.12	0.02	0.05	0.25
	STD	0.32	0.44	0.13	0.17	0.00	0.15	0.00	0.00	0.48	0.44	0.45	0.26	0.32	0.21	0.31	0.30	0.48	0.53	0.46	0.31	0.32	0.26	0.43	0.44
	N	134	134	60	134	60	134	60	24	134	134	60	134	60	134	134	60	134	134	60	134	60	134	60	61
Block 2*	AVG	2.98	3.00	3.00	3.00	3.00	2.98	3.00	3.00	3.13	3.13	3.15	3.13	3.22	3.13	3.13	3.17	0.10	0.08	0.10	0.08	0.16	0.10	0.08	0.11
	STD	0.13	0.00	0.00	0.00	0.00	0.13	0.00	0.00	0.53	0.59	0.40	0.46	0.42	0.46	0.47	0.42	0.67	0.71	0.56	0.61	0.58	0.62	0.61	0.64
	N	62	62	62	62	62	62	62	47	61	61	61	61	60	61	60	60	62	62	62	62	61	62	61	46
Block 3*	AVG	2.99	3.01	2.99	3.01	3.01	2.99	2.99	3.00	2.91	2.95	2.99	3.01	3.00	3.05	3.01	2.99	-0.08	-0.06	0.01	0.01	-0.01	0.06	0.01	0.00
	STD	0.20	0.20	0.11	0.08	0.11	0.16	0.08	0.00	0.55	0.49	0.18	0.18	0.26	0.31	0.21	0.14	0.57	0.48	0.14	0.18	0.24	0.33	0.20	0.13
	N	154	154	154	153	153	154	154	116	153	153	153	153	153	153	153	153	153	153	153	152	152	153	153	115
Overall	AVG	2.97	2.97	2.98	3.00	3.00	3.00	2.98	3.00	2.96	2.99	3.02	3.01	3.05	3.03	3.01	3.04	-0.03	0.00	0.01	0.00	0.02	0.01	0.01	0.03
	STD	0.25	0.26	0.13	0.14	0.08	0.14	0.22	0.00	0.51	0.45	0.28	0.28	0.26	0.34	0.27	0.23	0.56	0.53	0.39	0.38	0.38	0.44	0.45	0.37
	N	523	523	449	522	448	523	449	265	518	518	444	518	443	518	517	374	522	522	448	521	446	522	447	300

Spring 2019

Summary		Midterm								Final								Growth from Midterm to Final							
		I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII
Intro*	AVG	2.86	2.97	2.99	2.99	3.00	2.91	2.94	2.98	2.97	2.98	2.96	2.97	3.01	2.98	2.94	2.97	0.10	0.01	-0.03	-0.03	0.00	0.06	-0.02	-0.03
	STD	0.59	0.34	0.16	0.09	0.13	0.43	0.24	0.12	0.69	0.59	0.42	0.47	0.09	0.48	0.48	0.25	0.58	0.52	0.38	0.47	0.13	0.50	0.48	0.25
	N	119	120	118	119	120	120	119	66	116	116	117	117	117	116	116	64	116	116	116	116	115	115	116	65
Block 1*	AVG	2.95	2.95	3.00	2.98	3.00	2.97	2.97	3.00	2.91	2.94	3.01	3.00	3.00	2.96	2.96	3.00	-0.04	-0.01	0.00	0.02	0.00	-0.01	-0.01	0.12
	STD	0.28	0.28	0.00	0.14	0.00	0.23	0.23	0.00	0.40	0.37	0.11	0.00	0.00	0.25	0.30	0.00	0.38	0.34	0.00	0.14	0.00	0.11	0.30	0.60
	N	77	77	24	50	24	77	77	24	77	77	77	77	77	77	77	50	77	77	24	50	24	77	77	25
Block 2*	AVG	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	2.94	3.07	3.01	3.01	3.00	3.05	3.00	2.99	-0.06	0.07	0.00	0.01	0.00	0.05	0.00	-0.01
	STD	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.24	0.33	0.10	0.10	0.00	0.22	0.00	0.10	0.24	0.33	0.00	0.10	0.00	0.22	0.00	0.11
	N	100	100	76	100	100	100	100	76	100	100	100	100	100	100	100	100	100	100	76	100	100	100	100	76
Block 3*	AVG	3.03	3.07	3.00	2.99	3.00	3.00	3.00	3.00	3.03	3.11	3.00	3.03	3.04	3.01	3.04	3.01	0.00	0.04	0.00	0.04	0.04	0.01	0.04	0.01
	STD	0.33	0.26	0.00	0.12	0.00	0.00	0.00	0.00	0.47	0.49	0.34	0.37	0.26	0.27	0.26	0.21	0.44	0.52	0.34	0.35	0.26	0.27	0.26	0.21
	N	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72
Overall	AVG	2.95	2.99	3.00	2.99	3.00	2.96	2.98	3.00	2.96	3.02	2.99	3.00	3.01	3.00	2.98	2.99	0.01	0.03	-0.01	0.01	0.01	0.03	0.00	0.00
	STD	0.39	0.26	0.10	0.09	0.08	0.27	0.17	0.06	0.50	0.47	0.29	0.31	0.13	0.34	0.33	0.17	0.44	0.44	0.29	0.33	0.15	0.33	0.32	0.27
	N	368	369	290	341	316	369	368	238	365	365	366	366	366	365	365	286	365	365	288	338	311	364	365	238

Fall 2018

Spring 2019

Summary		Mid Avg	Final Avg	Growt h Avg	Mid Avg	Final Avg	Growt h Avg
Intro*	AVG	2.97	2.98	0.00	2.95	2.97	0.01
	STD	0.09	0.17	0.14	0.20	0.38	0.30
	N	173	170	170	119	117	117
Block 1*	AVG	2.96	3.00	0.04	2.96	2.97	0.00
	STD	0.22	0.27	0.31	0.23	0.15	0.18
	N	134	134	134	77	77	77
Block 2*	AVG	3.00	3.14	0.15	3.00	3.01	0.01
	STD	0.03	0.41	0.41	0.00	0.09	0.10
	N	62	61	61	100	100	100
Block 3*	AVG	3.00	2.99	-0.01	3.01	3.03	0.02
	STD	0.09	0.21	0.18	0.07	0.22	0.21
	N	154	153	153	72	72	72
Overall	AVG	2.98	3.01	0.03	2.98	2.99	0.01
	STD	0.14	0.25	0.25	0.16	0.25	0.21
	N	523	518	518	368	366	366

*Intro EDFN 102, SPED 100, EPSY 302

*Block 1 ELED 440, ELED/SEED 450, ELRN 385, ELED/SEED 395

*Block 2 ARTE 310, EDFN 455, MLED 480, MUS 353, SEED 400

*Block 3 EDFN 440, ELED 320, ELED 330, ELED 360, EPSY 428, MUS 480

COMMON LESSON PLANNING RUBRIC (CLPR)

FA 18

	Standards/ Objectives	Assessment	Technology	Differentiation, Accommodations , & Modifications	Management	Lesson Implementation	Analyzes	Successes	Challenges	Improvements
N	3.23	2.86	2.96	2.96	3.04	3.21	2.77	2.95	2.97	2.97
AVG	0.63	0.83	0.57	0.71	0.73	0.72	1.13	0.89	0.93	0.90
STD	57	57	57	57	57	57	57	57	57	57

SP 19

	Standards/ Objectives	Assessment	Technology	Differentiation, Accommodations , & Modifications	Management	Lesson Implementation	Analyzes	Successes	Challenges	Improvements
N	3.33	2.98	3.13	3.13	3.16	3.22	2.54	2.62	2.73	2.69
AVG	0.53	0.66	0.73	0.65	0.53	0.66	0.81	0.64	0.60	0.74
STD	50	50	50	50	50	50	26	26	26	26

AY 2018-19

	Standards/ Objectives	Assessment	Technology	Differentiation, Accommodations , & Modifications	Management	Lesson Implementation	Analyzes	Successes	Challenges	Improvements
N	3.28	2.92	3.04	3.04	3.09	3.21	2.68	2.82	2.88	2.86
AVG	0.58	0.76	0.65	0.68	0.64	0.69	1.02	0.81	0.82	0.85
STD	107	107	107	107	107	107	83	83	83	83

Rubric

Components	Advanced/Excellent 4	Proficient/Competent 3	Basic/Developing 2	Below Basic/Needs Work 1
Standards/Objectives	All lessons contains evidence of setting measurable objectives that are clearly aligned with specific state and/or national standard(s).	Most lessons contains evidence of setting measurable objectives that are aligned with specific state and/or national standard(s).	Lessons contain minimal evidence of setting measurable objectives that are only somewhat aligned with specific state and/or national standard(s).	Lessons contain no evidence of setting measurable objectives and are not aligned with specific state and/or national standard(s).
	Lessons allow for numerous connections across the curriculum which serve to build understanding, and encourage application to real world issues.	Lessons allow for connections across the curriculum which serve to build understanding, and encourage application to real world issues.	Lessons allow for <i>very few</i> connections across the curriculum which do not build understanding, nor encourage application to real world issues.	Lessons allow for no apparent connections across the curriculum; students are not able to build an understanding or apply to real world issues.
Assessment	Incorporates a <i>well-aligned</i> pre-assessment to measure students' prior knowledge of the learning objective and purposefully utilizes the results to inform planning/instruction for the lesson and post assessment.	Incorporates a pre-assessment to measure students' prior knowledge of the learning objective and somewhat utilizes the results to inform planning/instruction for the lesson and post assessment.	Incorporates a pre-assessment which partially measures students' prior knowledge of the learning objective but fails to adequately utilize the results to inform planning/instruction for the lesson and post assessment.	Does not incorporate evidence of a pre-assessment to measure students' prior knowledge of the learning objective.
	Includes copies of the Pre- and Post-Assessments used.	Includes copies of the Pre- and Post-Assessments used.	Includes copies of the Pre- and Post-Assessments used.	Does not include copies of the Pre- and Post-Assessments used.
	Includes a copy of a <i>high quality</i> key/product to show desired outcome.	Includes a copy of a key/product to show desired outcome.	Includes a copy of a key/product to show desired outcome.	Does not include a copy of a key/product to show desired outcome.
Technology	Purposefully and consistently incorporates the use of available technology to further enhance instruction in ways that authentically engage all students in the learning experience. For cases where technology is not utilized, candidate	Incorporates the use of available technology to somewhat enhance instruction in ways that engage most of the students in the learning experience. For cases where technology is not utilized, candidate provides an explanation.	Is still developing the ability to incorporate the use of available technology to enhance instruction in ways that engage the students in the learning experience. For cases where technology is not utilized, candidate provides an explanation.	Does not incorporate the use of available technology to enhance instruction nor provide an explanation for why technology is not utilized.

Components	Advanced/Excellent 4	Proficient/Competent 3	Basic/Developing 2	Below Basic/Needs Work 1
Differentiation, Accommodations, and Modifications	Purposefully adjusts instruction during lesson planning and implementation in order to significantly meet all of the identified needs of individuals, small groups or the class by including specific methods of differentiation, accommodations and	Adjusts instruction during lesson planning and implementation in order to meet some of the identified needs of individuals, small groups or the class by including general methods of differentiation, accommodations and	Attempts to adjust instruction during lesson planning and implementation but the differentiated instruction, accommodations and modifications used do not fully meet the identified needs of individuals, small groups or the class.	Does not adjust instruction during lesson planning and implementation in order to meet the identified needs of individuals, small groups or the class. No differentiation, accommodations and modifications present.
Management	Numerous management/motivational strategies are clearly identified and rationale provided for how these strategies serve to significantly enhance both student engagement and	Management and motivational strategies are identified and rationale is provided for how these strategies enhance student engagement and learning.	Management and motivational strategies are not clearly identified and rationale is lacking evidence of how these strategies fully serve to enhance student engagement and/or learning.	Management and motivational strategies to enhance student engagement and learning are not identified.
Lesson Implementation (I Do/We Do/You Do)	Purposefully activates student interest by consistently including a highly-effective/engaging introduction and closing.	Activates student interest by including an effective/engaging introduction and closing.	Attempts to activate student interest but needs to work to develop a more effective lesson opening and closing.	There are no clear attempts to activate student interest. Candidate does not include evidence of an effective opening and/or closing.
	Effectively introduces and repeatedly reinforces the learning objective(s) so that students are cognizant of expected outcomes.	Introduces and reinforces the learning objective(s) so that students are cognizant of expected outcomes.	Needs to be more purposeful about introducing and reinforcing the learning objective so that the students are cognizant of expected outcomes	Learning objective is not reinforced throughout the lesson.
	Presents all content in a sequential manner and provides numerous opportunities for modeling and practicing the skills and content needed to meet the learning objective(s).	Presents all content in a sequential manner and provides opportunities for modeling and practicing the skills and content needed to meet the learning objective(s).	Content is not always presented in a sequential manner and candidate needs to provide more opportunities for modeling and practicing the skills and content needed to meet the learning objective(s)	Content is not presented in a sequential manner and candidate does not provide evidence of allowing opportunities for modeling and practicing the skills and content needed to meet the learning objective(s)

Components	Advanced/Excellent 4	Proficient/Competent 3	Basic/Developing 2	Below Basic/Needs Work 1
Lesson Implementation (I Do/We Do/You Do) cont'd	Consistently checks for student understanding throughout the entire lesson cycle and provides detailed evidence of re-teaching/remediation where necessary.	Checks for student understanding throughout most of the lesson cycle and provides evidence of re-teaching/remediation where necessary.	Checks for student understanding throughout most of the lesson cycle and provides little evidence of re-teaching/remediation where necessary.	Candidate does not check for student understanding throughout the lesson cycle and there is no evidence of re-teaching /remediation.
	Includes numerous detailed reasons for why the instructional strategies and learning activities chosen for the lessons are developmentally appropriate (claims are supported by relevant theory/research that is clearly cited).	Includes reasons for why the instructional strategies and learning activities chosen for the lessons are developmentally appropriate (claims are somewhat supported by relevant theory/research that is cited).	Includes reasons for why the instructional strategies and learning activities chosen for the lessons are developmentally appropriate (claims are not sufficiently supported by relevant theory/research nor sufficiently cited).	Does not includes reasons for why the instructional strategies and learning activities chosen for the lessons are developmentally appropriate (claims are not at all supported by relevant theory/research nor sufficiently cited).
Analyzes	Includes professional-quality table/charts/graphs which clearly show post assessment results (and pre-post comparison if applicable)	Includes average-quality table/charts/graphs which show post assessment results (and pre-post comparison if applicable)	Includes poor-quality table/charts/graphs which do not clearly show post assessment results (or pre-post comparison if applicable)	No quality table/charts/graphs which show post assessment (and/or pre) results.
	Provides detailed description of the post assessment results which thoroughly addresses all of the following items :	Provides a description of the post assessment results which somewhat addresses most of the following items:	Provides a weak description of the post assessment results which does not adequately address the following items:	Does not provide a description of the post assessment results is weak and illogical and does not address all of the following
	students' progress toward mastery of the objectives from pre-to-post	students' progress toward mastery of the objectives from pre-to-post	students' progress toward mastery of the objectives from pre-to-post	students' progress toward mastery of the objectives from pre-to-post
	factors that may have affected the post assessment	factors that may have affected the post assessment	factors that may have affected the post assessment	factors that may have affected the post assessment
	how the results of the post assessment highlight what areas of the lesson will require re-teaching (if any)	how the results of the post assessment highlight what areas of the lesson will require re-teaching (if any)	how the results of the post assessment highlight what areas of the lesson will require re-teaching (if any)	how the results of the post assessment highlight what areas of the lesson will require re-teaching (if any)
Lesson Reflection: Successes	Identifies, describes, and explains more than two relevant successful teaching strategies and provides detailed supporting evidence for why they were effective.	Identifies, describes, and explains two successful teaching strategies and/or provides supporting evidence for why they were effective.	Identifies, describes, and explains only one successful teaching strategy and/or provides only minimal supporting evidence for why it was effective.	Fails to adequately identify, describe, or explain successful teaching strategies and provides no supporting evidence.

Components	Advanced/Excellent 4	Proficient/Competent 3	Basic/Developing 2	Below Basic/Needs Work 1
Lesson Reflection: Challenges	Identifies and describes more than two challenges encountered throughout lesson.	Identifies and describes two challenges encountered throughout the lesson.	Identifies and describes only one challenge encountered throughout the lesson.	Fails to adequately identify, describe, or explain challenges encountered throughout lesson.
Lesson Reflection: Improvements	Identifies and describes more than two significant ideas for redesigning the lesson and provides full details to support the redesign.	Identifies and describes two ideas for redesigning the lesson and provides details to support the redesign.	Identifies and describes one idea for redesigning the lesson and provides very minimal details to support the redesign.	Fails to identify and describe an idea for redesigning the lesson and/or provides no details to support the redesign.

COMMON LESSON PLANNING RUBRIC-TECHNOLOGY (CLPR)

The Common Lesson Planning Rubric-Technology (CLPR) was faculty-developed and is used to evaluate teacher candidate skills and abilities in assessing prior learning, planning instruction, teaching, assessing students, and use of technology. The technology components are based on performance indicators for teachers identified by the ISTE National Educational Technology Standards. The rating scale for this assessment is 4=Advanced, 3=Proficient, 2=Basic, 1=Below Basic; a score of 3 is the benchmark.

		Facilitate & Inspire Student Learning & Creativity		Design & Develop Digital-Age Learning Experiences	Model Digital Age Work & Learning		Promote & Model Digital Citizenship & Responsibility		Engage in Professional Growth & Leadership	
FA18	AVG	2.82	2.82	2.79	2.82	3.08	2.95	3.18	2.84	2.89
	STD	0.77	0.73	0.84	0.83	0.71	0.80	0.73	0.82	0.80
	N	38	38	38	38	38	38	38	38	38
SP19	AVG	2.69	3.04	2.73	2.69	3.12	2.73	3.15	2.58	2.81
	STD	0.47	0.60	0.60	0.74	0.82	0.53	0.61	0.64	0.49
	N	26	26	26	26	26	26	26	26	26
AY 2018-19	AVG	2.77	2.91	2.77	2.77	3.09	2.86	3.17	2.73	2.86
	STD	0.66	0.68	0.75	0.79	0.75	0.71	0.68	0.76	0.69
	N	64	64	64	64	64	64	64	64	64

RUBRIC

STANDARD	4 – ADVANCED/Excellent	3 – PROFICIENT/Competent	2 – BASIC/Developing	1 - BELOW BASIC/Needs Work
1. FACILITATE AND INSPIRE STUDENT LEARNING AND CREATIVITY				
Candidates use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.	---Candidate actively engages all students in creative and innovative thinking using digital tools and resources.	---Candidate successfully supports creative thinking and inventiveness using digital tools and resources.	---Candidate attempts to support creative thinking and inventiveness using digital tools and resources.	---Candidate does not support creative thinking and inventiveness using digital tools and resources.
	---Candidate uses technology to successfully engage all students in learning.	---Candidate uses technology to engage students in learning with reasonable success.	---Candidate begins to use technology to support student learning.	---Candidate does not use technology, or technology does not support student learning.
2. DESIGN AND DEVELOP DIGITAL-AGE LEARNING EXPERIENCES				
Candidates design and develop authentic learning incorporating contemporary tools and resources to maximize content learning in context.	---Candidate designs and successfully implements authentic learning experiences that incorporate digital tools and resources.	---Candidate successfully implements authentic learning experiences that incorporate digital tools and resources.	---Candidate implements authentic learning experiences that incorporate digital tools and resources, but with limited success.	---Candidate does not implement authentic learning experiences that incorporate digital tools and resources.

3. MODEL DIGITAL-AGE WORK AND LEARNING				
Candidates exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.	---Candidate demonstrates highly competent use of technology systems and information resources.	--- Candidate demonstrates adequate use of technology systems and information.	---Candidate demonstrates ineffective use of technology systems and information resources.	---Candidate does not demonstrate use of technology systems or information resources.
	--- Candidate effectively communicates relevant information and ideas to students, guardians, and/or peers using a variety of technological formats.	--- Candidate effectively communicates relevant information and ideas to students, guardians, and/or peers using technology.	--- Candidate ineffectively communicates information and ideas to students, guardians, and/or peers using technology.	--- Candidate does not communicate information and ideas to students, guardians, and/or peers using technology.
4. PROMOTE AND MODEL DIGITAL CITIZENSHIP AND RESPONSIBILITY				
Candidates understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.	---Candidate successfully models and promotes safe, legal, and/or ethical use of digital information and media (ex. respect for copyright, intellectual property, and	---Candidate successfully promotes safe, legal, and/or ethical use of digital information and media (ex. respect for copyright, intellectual property, and appropriate	---With limited success, the candidate promotes safe, legal, and/or ethical use of digital information and media (ex. respect for copyright, intellectual property,	---Candidate does not promote safe, legal, and/or ethical use of digital information and media (ex. respect for copyright, intellectual property, and appropriate documentation of
	---Candidate successfully models and promotes responsible social interactions related to the use of technology and information.	---Candidate successfully promotes responsible social interactions related to the use of technology and information.	---With limited success, the candidate promotes responsible social interactions related to the use of technology and information.	---Candidate does not promote responsible social interactions related to the use of technology and information.
5. ENGAGE IN PROFESSIONAL GROWTH AND LEADERSHIP				
Candidates continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.	--- Candidate plans learning experiences that are supported by more than one relevant learning theory or educational technology practice.	---Candidate plans learning experiences that are supported by at least one relevant learning theory or educational technology practice.	--- Candidate plans learning experiences that are inadequately supported by a learning theory or educational technology practice.	---Candidate plans learning experiences that are not supported by a relevant learning theory or educational technology.
	---Candidate exhibits leadership by effectively promoting and demonstrating the use of digital tools and resources.	---Candidate exhibits leadership by effectively promoting the use of digital tools and resources.	--- Candidate exhibits emerging leadership by attempting to promote the use of digital tools and resources.	---Candidate does not attempt to promote the use of digital tools and resources.

TECHNOLOGY SELF EVALUATION

The technology survey components are based on performance indicators for teachers identified by the ISTE National Educational Technology Standards. Candidates rate their technological ability during ELRN 385 at the beginning of the course and again at the end. Candidates also rate themselves during the Culminating Seminar in the final semester. The following rating scale is used: 4=Excellent, 3=Average, 2=Developing, 1=Poor; a rating of 3 is the benchmark.

Term		explore real-world	customize learning activities	use of digital tools	digital etiquette	collaborate	reflect on research
FA 18 Pre	AVG	2.25	2.19	2.39	2.78	2.83	2.17
	STD	0.55	0.58	0.60	0.59	0.61	0.56
	N	36	36	36	36	36	36
FA 18 Post	AVG	3.24	3.22	3.22	3.57	3.49	2.95
	STD	0.49	0.58	0.63	0.55	0.65	0.66
	N	37	37	37	37	37	37
SP 19 Pre	AVG	2.28	2.56	2.60	2.84	2.83	2.28
	STD	0.54	0.65	0.76	0.75	0.92	0.61
	N	25.00	25.00	25.00	25.00	24.00	25.00
SP 19 Post	AVG	3.12	3.27	3.27	3.46	3.54	2.92
	STD	0.65	0.60	0.53	0.51	0.51	0.56
	N	26	26	26	26	26	26
AY 2018-19 Pre	AVG	2.26	2.34	2.48	2.80	2.83	2.21
	STD	0.54	0.63	0.67	0.65	0.74	0.58
	N	61	61	61	61	60	61
AY 2018-19 Post	AVG	3.19	3.24	3.24	3.52	3.51	2.94
	STD	0.56	0.59	0.59	0.53	0.59	0.62
	N	63	63	63	63	63	63

Rubric

Technology Self-Evaluation:

Excellent	Average	Developing	Poor
4	3	2	1
Rate your ability to engage students in exploring real-world issues using digital tools and resources.			
I am <u>highly capable</u> of engaging students in exploring real-world issues using digital tools and resources.	I <u>am able</u> to engage students in exploring real-world issues using digital tools and resources.	I <u>am somewhat able</u> to engage students in exploring real-world issues using digital tools and resources.	I <u>struggle</u> to engage students in exploring real-world issues using digital tools and resources.
Rate your ability to customize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.			
I am <u>highly capable</u> of customizing learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.	I <u>am able</u> to customize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.	I <u>am somewhat able</u> to customize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.	I <u>struggle</u> to customize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
Rate your ability to model effective use of current digital tools to locate, analyze, evaluate, and use information resources to support learning.			
I am <u>highly capable</u> of modeling effective use of current digital tools to locate, analyze, evaluate, and use information resources to support learning.	I <u>am able</u> to model effective use of current digital tools to locate, analyze, evaluate, and use information resources to support learning.	I <u>am somewhat able</u> to model effective use of current digital tools to locate, analyze, evaluate, and use information resources to support learning.	I <u>struggle</u> to model effective use of current digital tools to locate, analyze, evaluate, and use information resources to support learning.
Rate your ability to promote and model digital etiquette and responsible social interactions related to the use of technology and information.			
I am <u>highly capable</u> of promoting and modeling digital etiquette and responsible social interactions related to the use of technology and information.	I <u>am able</u> to promote and model digital etiquette and responsible social interactions related to the use of technology and information.	I <u>am somewhat able</u> to promote and model digital etiquette and responsible social interactions related to the use of technology and information.	I <u>struggle</u> to promote and model digital etiquette and responsible social interactions related to the use of technology and information.
Rate your ability to collaborate with students, peers, and parents using digital tools and resources to support student success.			
I am <u>highly capable</u> of collaborating with students, peers, and parents using digital tools and resources to support student success.	I <u>am able</u> to collaborate with students, peers, and parents using digital tools and resources to support student success.	I <u>am somewhat able</u> to collaborate with students, peers, and parents using digital tools and resources to support student success.	I <u>struggle</u> to collaborate with students, peers, and parents using digital tools and resources to support student success.
Rate the frequency with which you reflect on current research and professional practice to make effective use of digital tools and resources in support of student learning.			
I <u>regularly and frequently</u> reflect on current research and professional practice to make effective use of digital tools and resources in support of student learning.	I <u>periodically</u> reflect on current research and professional practice to make effective use of digital tools and resources in support of student learning.	I <u>rarely</u> reflect on current research and professional practice to make effective use of digital tools and resources in support of student learning.	I <u>do not</u> reflect on current research and professional practice to make effective use of digital tools and resources in support of student learning.

Pre-Student Teaching Experience Final Evaluation

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	
FA18	CT	Avg	2.20	2.12	2.18	2.04	2.18	2.29	2.38	2.10	2.10	2.35	2.35	2.31	2.65	2.33
		Std	0.54	0.63	0.60	0.61	0.44	0.50	0.70	0.51	0.65	0.63	0.56	0.55	0.56	0.52
		N	49	49	49	49	49	49	49	26	49	49	26	49	49	26
FA18	US	Avg	2.07	1.93	2.07	2.00	2.04	2.48	1.70	2.11	1.78	2.00	2.30	2.26	2.30	2.41
		Std	0.55	0.62	0.55	0.62	0.65	0.51	0.72	0.64	0.64	0.62	0.54	0.66	0.54	0.57
		N	27	27	27	27	27	27	27	27	27	27	27	27	27	27
SP19	CT	Avg	2.10	2.10	2.10	2.00	2.07	2.20	2.50	2.00	2.00	2.30	2.13	2.17	2.90	2.27
		Std	0.61	0.48	0.55	0.64	0.58	0.48	0.53	0.64	0.59	0.67	0.51	0.59	0.32	0.45
		N	30	30	30	30	30	30	30	10	30	30	10	30	30	10
SP19	US	Avg	2.20	2.00	2.00	1.90	2.00	2.50	2.00	2.00	1.80	1.90	2.10	2.30	2.40	2.60
		Std	0.42	0.82	0.67	0.74	0.82	0.53	0.82	0.67	0.63	0.57	0.32	0.67	0.70	0.52
		N	26	26	26	26	26	26	26	26	26	26	26	26	26	26

RUBRIC

Outcomes	1 - BELOW BASIC/Needs Work	2 – BASIC/Developing	3 – PROFICIENT/Competent	4 – ADVANCED/Excellent
I. KNOWLEDGE OF SELF AS AN INDIVIDUAL				
A. Communication Skills				
<i>Candidates speak and write coherently and logically using correct grammar.</i>	—Candidates make <u>numerous</u> grammatical errors in speaking and writing	—Candidates <u>begin</u> to speak and write coherently and logically using correct grammar some of the time	—Candidates speak and write coherently and logically using correct grammar	—Candidates speak and write coherently and logically using correct grammar in the classroom and <u>transfer</u> this skill to areas <u>outside the classroom</u>
<i>Candidates use correct spelling.</i>	—Candidates make <u>numerous</u> spelling errors	—Candidates use <u>adequate</u> spelling some of the time	—Candidates use correct spelling	—Candidates use correct spelling in the classroom and <u>transfer</u> this skill to areas outside the classroom
<i>Candidates model appropriate non-verbal communication.</i>	—Candidates do <u>not</u> model appropriate non-verbal communication	—Candidates <u>begin</u> to model appropriate non-verbal communication in the classroom	—Candidates model appropriate non-verbal communication in the classroom	—Candidates model appropriate non-verbal communication in the classroom and <u>transfer</u> this skill to areas outside the classroom
B. Respect and Concern For Students				
<i>Candidates demonstrate empathy toward students.</i>	—Candidates do <u>not</u> demonstrate empathy toward students	—Candidates <u>begin</u> to demonstrate empathy toward students	—Candidates demonstrate empathy toward students	—Candidates demonstrate empathy toward students in the classroom and <u>transfer</u> this respect and concern to areas outside the classroom
C. Commitment to Health and Safety				
<i>Candidates possess a positive self-concept.</i>	—Candidates do <u>not</u> demonstrate a positive self concept	—Candidates <u>begin</u> to demonstrate a positive self concept	—Candidates demonstrate a positive self concept	—Candidates demonstrate a positive self concept in the classroom and <u>transfer</u> this positive image to areas outside the classroom
<i>Candidates model physical, emotional and social well-being.</i>	—Candidates do <u>not</u> model physical, emotional and social well-being	—Candidates <u>begin</u> to model physical, emotional and social well-being	—Candidates model physical, emotional and social well-being	—Candidates model physical, emotional and social well-being in the classroom and <u>transfer</u> this well-being to areas outside the classroom

<i>Candidates maintain a safe and healthy learning environment.</i>	—Candidates do not maintain a safe and healthy learning environment	—Candidates begin to maintain a safe and healthy learning environment	—Candidates maintain a safe and healthy learning environment	—Candidates maintain a safe and healthy learning environment in the classroom and transfer this commitment to areas outside the classroom
II. KNOWLEDGE OF CONTENT				
A. Understanding of Subject Matter				
<i>Candidates present accurate knowledge of major concepts and vocabulary of the subject.</i>	—Candidates do not present accurate knowledge of the major concepts and vocabulary of the subject	—Candidates begin to present accurate knowledge of the major concepts and vocabulary of the subject	—Candidates present accurate knowledge of the major concepts and vocabulary of the subject	—Candidates present accurate knowledge of the major concepts and vocabulary of the subject in the classroom and transfer this knowledge to areas outside the classroom
III. KNOWLEDGE OF THE LEARNER				
A. Developmental Needs				
<i>Candidates encourage and maintain student involvement and participation.</i>	—Candidates do not encourage and maintain student involvement and participation	—Candidates begin to encourage and maintain student involvement and participation	—Candidates encourage and maintain student involvement and participation	—Candidates encourage and maintain student involvement and participation in the classroom and transfer this encouragement to areas outside the classroom
B. Student Diversity				
<i>Candidates care for and accept all students.</i>	—Candidates do not care for and accept all students	—Candidates begin to care for and accept all students	—Candidates care for and accept all students	—Candidates care for and accept all students in the classroom and transfer this acceptance to areas outside the classroom
IV. KNOWLEDGE OF PEDAGOGY				
A. Planning				
<i>Candidates state objectives in terms of learner outcomes.</i>	—Candidates do not state objectives in terms of learner outcomes on lesson plans	—Candidates begin to state objectives in terms of learner outcomes on lesson plans	—Candidates state objectives in terms of learner outcomes on lesson plans	—Candidates state objectives in terms of learner outcomes on lesson plans and transfer this skill to all lessons
<i>Candidates develop plans appropriate to students' needs, interests and abilities.</i>	—Candidates do not develop plans appropriate to students' needs, interests and abilities	—Candidates begin to develop plans appropriate to students' needs, interests and abilities	—Candidates develop plans appropriate to students' needs, interests and abilities	—Candidates develop plans appropriate to students' needs, interests and abilities for the classroom and transfer this planning to all lessons
B. Implementation				
<i>Candidates teach to an objective.</i>	—Candidates do not teach to an objective	—Candidates begin to teach to an objective	—Candidates teach to an objective	—Candidates teach to an objective which matches a state/national standard and transfer this easily to all lessons taught
<i>Candidates show examples and model appropriately.</i>	—Candidates do not show examples or model appropriately	—Candidates begin to show examples and model appropriately	—Candidates show examples and model appropriately	—Candidates show many examples and model examples appropriately during every lesson
<i>Candidates include active participation when possible.</i>	—Candidates do not include active participation	—Candidates begin to occasionally include active participation	—Candidates include active participation when possible	—Candidates include active participation in all lessons when possible in the classroom and transfer to areas outside the classroom
<i>Candidates use positive and specific reinforcement for responses.</i>	—Candidates do not use positive and specific reinforcement	—Candidates begin to use reinforcements, but often times use the same response	—Candidates use positive and specific reinforcement for responses	—Candidates consistently use a variety of positive and specific reinforcement for responses
<i>Candidates provide individual help when needed.</i>	—Candidates do not provide individual help when needed	—Candidates begin to provide individual help when needed in the classroom	—Candidates provide individual help when needed in the classroom	—Candidates provide individual help when needed to all students in the classroom and transfer this assistance to other areas outside the classroom
<i>Candidates present open-ended as well as close-ended questions.</i>	—Candidates do not present open ended questions	—Candidates begin to present open-ended and close-ended questions	—Candidates present open-ended as well as close-ended questions	—Candidates present open-ended as well as close-ended questions throughout the lesson

<i>Candidates use appropriate calling techniques.</i>	—Candidates do <u>not</u> use appropriate calling techniques	—Candidates <u>begin</u> to use appropriate calling techniques	—Candidates use appropriate calling techniques	—Candidates use appropriate calling techniques during <u>each</u> lesson, and frequently <u>vary</u> the techniques
C. Assessment				
<i>Candidates assess learning by the objective.</i>	—Candidates do <u>not</u> assess learning by the objective	—Candidates <u>begin</u> to assess learning by the objective	—Candidates assess learning by the objective	—Candidates use <u>formal and informal</u> assessment to assess the objective
D. Classroom Management And Organization				
<i>Candidates organize and distribute materials efficiently.</i>	—Candidates do <u>not</u> organize and distribute materials efficiently	—Candidates <u>begin</u> to organize and distribute materials efficiently	—Candidates organize and distribute materials efficiently	—Candidates organize and distribute materials efficiently for <u>each</u> lesson to maximize time on task
<i>Candidates give directions and assignments clearly and accurately.</i>	—Candidates do <u>not</u> state objectives in terms of learner outcomes on lesson plans	—Candidates <u>begin</u> to give directions and assignments clearly and accurately	—Candidates give directions and assignments clearly and accurately so minimal restating is necessary	—Candidates give <u>scripted</u> directions and assignments clearly and accurately for the <u>developmental level</u> of the students so directions need not be restated
E. Instructional Materials And Technology				
<i>Candidates integrate technology into the curriculum.</i>	—Candidates do <u>not</u> integrate technology into the curriculum	—Candidates <u>begin</u> to integrate technology into the curriculum occasionally	—Candidates integrate technology into the curriculum	—Candidates <u>easily and consistently</u> integrate various types technology into the daily curriculum
V. KNOWLEDGE OF SELF AS A TEACHER AND A MEMBER OF THE LEARNING COMMUNITY				
A. Parent And Community Involvement				
<i>Candidates use written and/or oral communication with parents.</i>	—Candidates do <u>not</u> use written or oral communication with parents	—Candidates <u>begin</u> to use written or oral communication with parents	—Candidates use written and/or oral communication with parents	—Candidates use written and oral communication with parents <u>weekly</u>
B. Commitment To Teaching				
<i>Candidates demonstrate professionalism through appropriate dress, language and behavior.</i>	—Candidates do <u>not</u> demonstrate professionalism through appropriate dress, language and/or behavior	—Candidates <u>begin</u> to demonstrate professionalism through appropriate dress, language or behavior	—Candidates demonstrate professionalism through appropriate dress, language and behavior	—Candidates continually demonstrate professionalism through appropriate dress, language and behavior in the classroom and <u>transfer it to areas outside of the classroom</u>
<i>Candidates show initiative.</i>	—Candidates do <u>not</u> show initiative	—Candidates <u>begin</u> to show initiative	—Candidates show initiative	—Candidates show initiative in the classroom and in areas <u>outside</u> of the classroom, and frequently <u>volunteer</u> for extra assignments in and out of the classroom
<i>Candidates are dependable and reliable.</i>	—Candidates are <u>not</u> dependable and reliable	—Candidates <u>begin</u> to demonstrate dependability and reliability	—Candidates are dependable and reliable	—Candidates <u>consistently</u> are dependable and reliable in the classroom and <u>transfer</u> this dependability in other areas outside the classroom
C. Interpersonal Relations				
<i>Candidates maintain student confidentiality and uphold ethical responsibilities.</i>	—Candidates do <u>not</u> maintain student confidentiality or uphold ethical responsibilities	—Candidates <u>begin</u> to maintain student confidentiality and uphold ethical responsibilities	—Candidates maintain student confidentiality and uphold ethical responsibilities	—Candidates maintain student confidentiality and uphold ethical responsibilities in the classroom and <u>transfer</u> this responsibility to areas outside of the classroom
D. Professional Growth And Development				
<i>Candidates receive and use constructive criticism to improve and refine teaching skills.</i>	—Candidates receive but do <u>not</u> use constructive criticism to improve and refine teaching skills	—Candidates receive and <u>begin</u> to use constructive criticism to improve and refine teaching skills	—Candidates receive and use constructive criticism to improve and refine teaching skills	—Candidates receive and use constructive criticism to <u>reflect and continually improve</u> and refine teaching skills

STUDENT TEACHING FINAL EVALUATION - Old Version used for FA18

Teacher candidates are evaluated by both their university supervisor and cooperating teacher during their student teaching experience. There are 15 skills assessed on the evaluation form which directly corresponds to the Northern State University Conceptual Framework, and supports the fulfillment of Specialized Professional Association standards for each program area. Students receive scores based on the following scale: 4=Advanced, 3=Proficient, 2=Basic, and 1=Below Basic, with a target score of 3. The complete rubric follows the data tables below:

CT	AVG	3.35	3.70	3.52	3.43	3.39	3.35	3.39	3.22	3.36	3.26	3.40	3.16	3.61	3.57	3.00
	N	23	23	23	23	23	23	23	23	22	23	20	19	23	23	22
	STD	0.49	0.47	0.51	0.59	0.50	0.65	0.50	0.60	0.49	0.69	0.60	0.50	0.50	0.59	0.00
US	AVG	3.22	3.52	3.47	3.48	3.30	3.26	3.43	3.35	3.09	3.35	3.22	3.29	3.65	3.33	2.91
	N	23	23	17	23	23	23	23	23	23	23	23	14	23	21	23
	STD	0.60	0.51	0.51	0.51	0.47	0.45	0.59	0.65	0.60	0.57	0.52	0.61	0.49	0.58	0.30
All	AVG	3.28	3.61	3.50	3.46	3.35	3.30	3.41	3.28	3.22	3.30	3.30	3.21	3.63	3.45	2.95
	N	46	46	40	46	46	46	46	46	45	46	43	33	46	44	45
	STD	0.54	0.49	0.51	0.55	0.48	0.55	0.54	0.62	0.56	0.63	0.56	0.55	0.49	0.59	0.21

RUBRIC

Outcomes	1 - BELOW BASIC/Needs Work	2 – BASIC/Developing	3 – PROFICIENT/Competent	4 – ADVANCED/Excellent
I. KNOWLEDGE OF SELF AS AN INDIVIDUAL				
A. Communication Skills	—Candidates make <u>numerous</u> grammatical errors in speaking and writing	—Candidates <u>begin</u> to speak/write using correct grammar some of the time	—Candidates speak and write coherently and logically using correct grammar	—Candidates speak and write coherently and logically using correct grammar at <u>all</u> times and <u>transfer</u> this skill to areas outside the classroom
	—Candidates make <u>numerous</u> spelling errors	—Candidates use <u>adequate</u> spelling	—Candidates use correct spelling	—Candidates use correct spelling at <u>all</u> times in the classroom and <u>transfer</u> this skill to areas outside the classroom
	—Candidates <u>do not</u> model appropriate non-verbal communication	—Candidates <u>begin</u> to model appropriate non-verbal communication	—Candidates model appropriate non-verbal communication in the classroom	—Candidates model appropriate non-verbal communication in the classroom and <u>transfer</u> this skill to areas outside the classroom
	—Candidates <u>do not</u> project a clear verbal message	—Candidates <u>begin</u> to project a clear verbal message	—Candidates project a clear verbal message in the classroom	—Candidates project a clear verbal message and <u>transfer</u> this skill to areas outside the classroom
	—Candidates <u>do not</u> adjust volume, rate and tone of voice appropriately	—Candidates <u>begin</u> to adjust volume, rate and tone of voice appropriately	—Candidates adjust volume, rate and tone of voice appropriately	—Candidates adjust volume, rate and tone of voice appropriately <u>all</u> the time and <u>transfer</u> this skill outside the classroom
B. Respect and Concern For Students	—Candidates <u>do not</u> demonstrate empathy toward students	—Candidates <u>begin</u> to demonstrate empathy toward students	—Candidates demonstrate empathy toward students	—Candidates demonstrate empathy toward students in the classroom and <u>transfer</u> this respect and concern to areas outside the classroom

	—Candidates <u>do not</u> demonstrate in the classroom that all students can learn	—Candidates <u>begin</u> to demonstrate a belief that all students can learn	—Candidates demonstrate a belief that all students can learn-	—Candidates demonstrate the belief that all students can learn and <u>transfer</u> this respect and concern to areas outside the classroom
	—Candidates <u>do not</u> provide opportunities for all student to learn and succeed —Candidates do not provide a positive classroom climate for inclusion of all students	—Candidates <u>begin</u> to provide opportunities for all student to learn and succeed	—Candidates provide opportunities for all student to learn and succeed	—Candidates provide opportunities for all student to learn and succeed <u>in and out</u> of the classroom
		—Candidates <u>begin</u> to provide a positive classroom climate for inclusion of all students	—Candidates provide a positive classroom climate for inclusion of all students	—Candidates <u>consistently</u> provide a positive classroom climate for inclusion of all students
C. Commitment to Health and Safety	—Candidates <u>do not</u> demonstrate a positive self concept	—Candidates <u>begin</u> to demonstrate a positive self concept	—Candidates demonstrate a positive self concept	—Candidates demonstrate a positive self concept in the classroom and <u>transfer</u> this self image to areas outside the classroom
	—Candidates <u>do not</u> model physical, emotional and social well-being	—Candidates <u>begin</u> to model physical, emotional and social well-being	—Candidates model physical, emotional and social well-being in the classroom setting	—Candidates model physical, emotional and positive image to areas outside the classroom social well-being in the classroom and <u>transfer</u> this well-being to areas outside the classroom
	—Candidates <u>do not</u> maintain a safe and healthy learning environment	—Candidates <u>begin</u> to maintain a safe and healthy learning environment	—Candidates maintain a safe and healthy learning environment in the classroom setting	—Candidates maintain a safe and healthy learning environment in the classroom and <u>transfer</u> this commitment to areas outside the classroom
	—Candidates <u>do not</u> advocate the importance of a well-balanced lifestyle	—Candidates <u>begin</u> to advocate the importance of a well-balanced lifestyle	—Candidates advocate the importance of a healthy, well-balanced lifestyle	—Candidates advocate the importance of a healthy, well-balanced lifestyle and <u>transfer</u> it to areas outside the classroom

II. KNOWLEDGE OF CONTENT

A. Understanding of Subject Matter

	—Candidates <u>do not</u> present accurate knowledge of the major concepts and vocabulary of the subject	—Candidates <u>begin</u> to present accurate knowledge of the major concepts and vocabulary of the subject	—Candidates present accurate knowledge of the major concepts and vocabulary of the subject	—Candidates present accurate knowledge of the major concepts and vocabulary of the subject in the classroom and <u>transfer</u> this knowledge to areas outside the classroom
	—Candidates <u>do not</u> organize central concepts and principles around state standards	—Candidates <u>begin</u> to organize central concepts and principles around state standards	—Candidates organize central concepts and principles around state standards	—Candidates organize central concepts and principles around state standards for <u>all</u> lessons
	—Candidates <u>do not</u> assume responsibility for acquiring new knowledge	—Candidates <u>begin</u> to assume responsibility for acquiring new knowledge	—Candidates assume responsibility for acquiring new knowledge	—Candidates assume responsibility for acquiring new knowledge and <u>transfer</u> this knowledge to areas outside the classroom

III. KNOWLEDGE OF THE LEARNER

A. Developmental Needs

	—Candidates <u>do not</u> encourage and maintain student involvement and participation	—Candidates <u>begin</u> to encourage and maintain student involvement and participation	—Candidates encourage and maintain student involvement and participation	—Candidates encourage and maintain student involvement and participation in the classroom and <u>transfer</u> this encouragement to areas outside the classroom
	—Candidates <u>do not</u> respond to the developmental levels and needs of all students	—Candidates <u>begin</u> to respond to the developmental levels and needs of all students	—Candidates respond to the developmental levels and needs of all students	—Candidates respond to the developmental levels and needs of all students and <u>transfer</u> these skills to areas outside the classroom

	—Candidates <u>do not</u> adjust pacing to all pupil response and time constraints	—Candidates <u>begin</u> to adjust pacing to all pupil response and time constraints	—Candidates adjust pacing to pupil response and time constraints	—Candidates adjust pacing to <u>all</u> pupil response and time constraints in an <u>appropriate</u> manner
B. Student Diversity	—Candidates <u>do not</u> care for and accept all students	—Candidates <u>begin</u> to care for and accept all students	—Candidates care for and accept all students	—Candidates care for and accept all students in the classroom and <u>transfer</u> this acceptance to areas outside the classroom
	—Candidates <u>do not</u> assist students in understanding cultural diversity	—Candidates <u>begin</u> to assist students in understanding cultural diversity by providing information	—Candidates assist students in understanding cultural diversity by providing a variety of experiences and information	—Candidates assist students in understanding cultural diversity by providing a variety of experiences and information <u>in and outside</u> of the classroom
	—Candidates <u>do not</u> view international issues through a global perspective	—Candidates <u>begin</u> to view international issues through a global perspective	—Candidates view international issues through a global perspective	—Candidates view international issues through a global perspective and share this information with <u>all</u> students

IV. KNOWLEDGE OF PEDAGOGY

A. Planning

	—Candidates <u>do not</u> state objectives in terms of learner outcomes on lesson plans	—Candidates <u>begin</u> to state objectives in terms of learner outcomes on lesson plans	—Candidates state objectives in terms of learner outcomes on lesson plans	—Candidates state objectives in terms of learner outcomes on lesson plans and <u>transfer</u> this skill to all lessons
	—Candidates <u>do not</u> develop plans appropriate to students' needs, interests and abilities	—Candidates <u>begin</u> to develop plans appropriate to students' needs, interests and abilities	—Candidates develop plans appropriate to students' needs, interests and abilities	—Candidates develop plans appropriate to students' needs, interests and abilities for the classroom and <u>transfer</u> this planning to all lessons
	—Candidates <u>do not</u> make connections across the curriculum	—Candidates <u>begin</u> to make connections across the curriculum	—Candidates make connections across the curriculum	—Candidates make connections across the curriculum in the classroom and <u>transfer</u> connections to areas outside the classroom
	—Candidates <u>do not</u> set the stage for learning	—Candidates <u>begin</u> to organize and set the stage for learning	—Candidates organize and set the stage for learning (e.g. anticipatory set, motivation, prior knowledge)	—Candidates organize and set the stage for learning (e.g. anticipatory set, motivation, prior knowledge) and <u>transfer</u> this skill to all lessons

B. Implementation

	—Candidates <u>do not</u> teach to an objective	—Candidates <u>begin</u> to teach to an objective	—Candidates teach to an objective which matches a state/national standard	—Candidates teach to an objective which matches a state/national standard and <u>transfers</u> this easily to all lessons taught
	—Candidates <u>do not</u> show examples or model	—Candidates <u>begin</u> to show examples and model appropriately	—Candidates show examples and model appropriately	—Candidates show <u>many</u> examples and model examples appropriately during <u>every</u> lesson
	—Candidates <u>do not</u> include active participation	—Candidates <u>begin</u> to occasionally include active participation	—Candidates include active participation when possible	—Candidates include active participation in <u>all</u> lessons when possible in the classroom and <u>transfer</u> to areas outside the classroom
	—Candidates <u>do not</u> use positive and specific reinforcement	—Candidates <u>begin</u> to use reinforcements, but often times use the same response	—Candidates use positive and specific reinforcement for responses	—Candidates <u>consistently</u> use a variety of positive and specific reinforcement for responses
	—Candidates <u>do not</u> provide individual help	—Candidates <u>begin</u> to provide individual help when needed in the classroom	—Candidates provide individual help when needed in the classroom	—Candidates provide individual help when needed to <u>all</u> students in the classroom and <u>transfer</u> this assistance to other areas outside the classroom

	—Candidates <u>do not</u> present open ended questions	—Candidates <u>begin</u> to present open-ended and close-ended questions	—Candidates present open-ended as well as close-ended questions	—Candidates present open-ended as well as close-ended questions <u>throughout the lesson</u> .
	—Candidates <u>do not</u> use appropriate calling techniques, dignify incorrect responses, allow for adequate wait time or redirect off-task discussions and behaviors	—Candidates <u>begin</u> to use appropriate calling technique, dignify incorrect responses, allow for adequate wait time and redirect off-task discussions and behaviors	—Candidates use appropriate calling techniques, dignify incorrect responses, allow for adequate wait time and redirect off-task discussions and behaviors	—Candidates use a variety of appropriate calling techniques, <u>always</u> dignify incorrect responses, allow for adequate wait time and <u>immediately</u> redirect off-task discussions and behaviors
	—Candidates <u>do not</u> relate a lessons to prior knowledge	—Candidates <u>begin</u> to relate lessons to prior knowledge	—Candidates relate lessons to prior knowledge	—Candidates relate <u>all</u> lessons to prior knowledge
	—Candidates <u>do not</u> use a variety of methods and techniques	—Candidates <u>begin</u> to use a variety of methods and techniques in cooperative and individual learning experiences	—Candidates use a variety of methods and techniques including both cooperative and individual learning experiences	—Candidates use a variety of methods and techniques in teaching <u>all</u> lessons including both cooperative and individual leaning experiences
	—Candidates <u>do not</u> enhance problem-solving skills or provide opportunities for students to construct new knowledge about their world	—Candidates <u>begin</u> to enhance problem-solving skills daily and provide opportunities for students to construct new knowledge about their world	—Candidates enhance problem-solving skills and provide opportunities for students to construct new knowledge about their world	—Candidates enhance problem-solving skills <u>daily</u> and provide opportunities for students to construct new knowledge about their world
C. Assessment	—Candidates <u>do not</u> assess learning by the objective	—Candidates <u>begin</u> to assess learning by the objective	—Candidates assess learning by the objective	—Candidates assess learning by the objective for and use <u>formal and informal</u> assessment to assess the objectives
	—Candidates <u>do not</u> use a variety of assessment instruments	—Candidates <u>begin</u> to use a number of assessment instruments	—Candidates use a variety of assessment instruments	—Candidates use a variety of assessment instruments in <u>all</u> lessons
	—Candidates <u>do not</u> evaluate achievement prior to, during and after instruction	—Candidates <u>begin</u> to evaluate student achievement prior to, during and after instruction	—Candidates evaluate student achievement and teaching effectiveness prior to, during and after instruction	—Candidates evaluate student achievement and teaching effectiveness prior to, during and after instruction in <u>all</u> lessons
	—Candidates <u>do not</u> set high standards of performance or provide remediation and enrichment when appropriate	—Candidates <u>begin</u> to set high standards of performance and provide remediation and enrichment when appropriate	—Candidates set high standards of performance and provide remediation and enrichment when appropriate	—Candidates <u>always</u> set high standards of performance and provide remediation and enrichment when appropriate
D. Classroom Management And Organization	—Candidates <u>do not</u> organize and distribute materials efficiently	—Candidates <u>begin</u> to organize and distribute materials efficiently	—Candidates organize and distribute materials efficiently	—Candidates organize and distribute materials efficiently for <u>each</u> lesson to maximize time on task
	—Candidates <u>do not</u> give directions and assignments clearly and accurately	—Candidates <u>begin</u> to give directions and assignments clearly and accurately	—Candidates gives directions and assignments clearly and accurately so minimal restating is necessary	—Candidates give <u>scripted</u> directions and assignments clearly and accurately for the developmental level of the students so directions need not be restated
	—Candidates <u>do not</u> prepare class for transition at closure	—Candidates <u>begin</u> to prepare class for transition at closure for all lessons	—Candidates prepare class for transition at closure	—Candidates prepare class for transition at closure and <u>transfer</u> it outside the classroom
	—Candidates <u>do not</u> design a positive learning environment	—Candidates <u>begin</u> to design a positive learning environment	—Candidates design space, routines, materials and activities to create a positive learning environment	—Candidates <u>consistently</u> design space, routines, materials and activities to create a positive learning environment

	—Candidates <u>do not</u> use preventative, supportive, and corrective management techniques	—Candidates <u>begin</u> to use preventative, supportive, and corrective management techniques	—Candidates use preventative, supportive, and corrective management techniques	—Candidates use preventative, supportive, and corrective management techniques and <u>transfer</u> it outside the classroom
E. Instructional Materials And Technology	—Candidates <u>do not</u> integrate technology into the curriculum	—Candidates <u>begin</u> to integrate technology into the curriculum occasionally	—Candidates integrate technology into the curriculum	—Candidates <u>consistently</u> integrate various types technology into the daily curriculum
	—Candidates <u>do not</u> select appropriate, non-biases instructional materials representative of diversity	—Candidates <u>begin</u> to select appropriate, non-biased instructional materials representative of diversity	—Candidate select appropriate, non-biased instructional materials representative of diversity	—Candidates <u>consistently</u> select appropriate, non-biased instructional materials representative of diversity
	—Candidates <u>do not</u> integrate	—Candidates <u>begin</u> to integrate subject with other disciplines	—Candidates integrate subject with other disciplines	—Candidates <u>consistently</u> integrate subject with other disciplines

V. KNOWLEDGE OF SELF AS A TEACHER AND A MEMBER OF THE LEARNING COMMUNITY

A. Parent And Community Involvement	—Candidates <u>do not</u> use written or oral communication with parents-	—Candidates <u>begin</u> to use written or oral communication with parents	—Candidates use written and/or oral communication with parents	—Candidates use written and oral communication with parents <u>weekly</u>
	—Candidates <u>do not</u> involve parents and community resources in the classroom	—Candidates <u>begin</u> to involve parents and community resources in the classroom	—Candidates involve parents and community resources in the classroom	—Candidates <u>consistently</u> involve parents and community resources in the classroom
	—Candidate <u>do not</u> utilize parental expertise	—Candidates <u>begin</u> to utilize parental expertise	—Candidates utilize parental expertise in management	—Candidates <u>consistently</u> utilize parental expertise in management
B. Commitment To Teaching	—Candidates <u>do not</u> demonstrate professionalism through appropriate dress, language and/or behavior	—Candidates <u>begin</u> to demonstrate professionalism through appropriate dress, language or behavior	—Candidates demonstrate professionalism through appropriate dress, language and behavior	—Candidates demonstrate professionalism through appropriate dress, language and behavior in the classroom and <u>transfer</u> it to areas outside of the classroom
	—Candidates <u>do not</u> show initiative	—Candidates <u>begin</u> to how initiative in the classroom and volunteer	—Candidates show initiative in the classroom and volunteer for extra assignments	—Candidates show initiative in the classroom and in areas <u>outside</u> of the classroom, and volunteer for extra assignments <u>in and out</u> of the classroom
	—Candidates <u>do not</u> demonstrate dependability and reliability	—Candidates <u>begin</u> to demonstrate dependability and reliability	—Candidates demonstrate dependability and reliability	—Candidates <u>consistently</u> demonstrate dependability and reliability in the classroom and <u>transfer</u> this dependability in other areas outside the classroom
	—Candidates <u>do not</u> demonstrate pride in the teaching profession	—Candidates <u>begin</u> to show pride in the teaching profession	—Candidates comply with necessary organizational policies and procedures	—Candidates <u>always</u> comply with necessary organizational policies and procedures
			—Candidates demonstrate pride in the teaching profession	—Candidates demonstrate pride in the teaching profession and <u>transfer</u> it to areas outside the classroom
C. Interpersonal Relations	—Candidates <u>do not</u> maintain student confidentiality or uphold ethical responsibilities	—Candidates <u>begin</u> to maintain student confidentiality and uphold ethical responsibilities	—Candidates maintain student confidentiality and uphold ethical responsibilities	—Candidates maintain student confidentiality and uphold ethical responsibilities in the classroom and <u>transfer</u> this responsibility to areas outside of the classroom

	— Candidates <u>do not</u> establish positive relationships with faculty/staff/community	— Candidates <u>begin</u> to establish positive relationships with faculty/staff/community	— Candidates establish positive relationships with faculty, staff and community	— Candidates <u>consistently</u> establish positive relationships with faculty, staff and community
	—Candidates <u>do not</u> practice consensus building with faculty and staff	—Candidates <u>begin</u> to practice consensus building with faculty and staff	—Candidates practice consensus building with faculty and staff	—Candidates <u>consistently</u> practice consensus building with faculty and staff
	—Candidates <u>do not</u> participate in conferences with colleagues/parents	—Candidates <u>begin</u> to participate in conferences with colleagues and parents about students’ needs and progress	—Candidates participate in conferences with colleagues and parents about students’ needs and progress	—Candidates <u>consistently</u> participate in conferences with colleagues and parents about students’ needs and progress
D. Professional Growth And Development	—Candidates receive but <u>do not</u> use constructive criticism to improve and refine teaching skills	—Candidates receive and <u>begin</u> to use constructive criticism to improve and refine teaching skills	—Candidates receive and use constructive criticism to improve and refine teaching skills	—Candidates receive and use constructive criticism to <u>reflect</u> and <u>continually</u> improve and refine teaching skills
	— Candidates <u>do not</u> display sensitivity and professionalism in school and community	— Candidates <u>begin</u> to display sensitivity and professionalism in school and community matters	— Candidates display sensitivity and professionalism in school and community matters	— Candidates <u>consistently</u> display sensitivity and professionalism in school and community matters
	—Candidates <u>do not</u> demonstrate a commitment to lifelong learning	—Candidates <u>begin</u> to demonstrate a commitment to lifelong learning	—Candidates demonstrate a commitment to lifelong learning	—Candidates <u>consistently</u> demonstrate a commitment to lifelong learning
	—Candidates <u>do not</u> demonstrate reflective awareness	—Candidates <u>begin</u> to demonstrate reflective awareness	—Candidates demonstrate reflective awareness	—Candidates demonstrate reflective awareness and <u>transfer</u> it to areas outside of the classroom

STE FINAL EVALUATION SUMMARY - SP19 Pilot Semester

ELED		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	AVG	
MID	AVG	2.19	2.19	1.71	1.81	1.81	1.67	1.67	1.90	2.29	1.86	1.90	1.81	1.95	2.45	1.86	2.52	2.43	2.00	2.10	2.10	2.67	2.04	
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	21	20	21	21	21	21	21	20	21	20.90
	HIGH	3	3	3	3	3	2	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	2.62
	LOW	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1.19
FINAL	AVG	2.43	2.57	2.29	2.29	2.19	2.14	2.24	2.67	2.65	2.05	2.52	2.33	2.24	2.85	2.38	2.90	2.76	2.62	2.62	2.57	2.86	2.48	
	N	21	21	21	21	21	21	21	21	20	21	21	21	21	20	21	21	21	21	21	21	21	21	20.90
	HIGH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2.95
	LOW	2	2	1	1	1	1	1	2	1	1	2	2	2	2	1	2	2	2	1	1	2	1.71	
GROWTH AVG		0.24	0.38	0.57	0.48	0.38	0.48	0.57	0.76	0.24	0.19	0.62	0.52	0.29	0.38	0.52	0.38	0.33	0.62	0.52	0.57	0.19	0.44	
SEED		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	AVG	
MID	AVG	2.00	2.23	2.08	2.38	1.92	2.15	2.15	2.31	2.54	1.92	2.08	2.31	2.08	2.31	2.15	2.77	2.62	2.54	2.62	2.46	2.77	2.30	
	N	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13.00
	HIGH	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2.76
	LOW	1	2	1	2	1	1	1	2	1	1	1	1	1	2	1	2	2	2	2	2	2	2	1.67
FINAL	AVG	2.62	2.77	2.46	2.77	2.62	2.54	2.46	2.62	2.69	2.31	2.69	2.54	2.31	2.54	2.54	2.77	2.77	2.62	2.77	2.62	2.92	2.62	
	N	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13.00
	HIGH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2.90
	LOW	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2.14
GROWTH AVG		0.62	0.54	0.38	0.38	0.69	0.38	0.31	0.31	0.15	0.38	0.62	0.23	0.23	0.23	0.38	0.00	0.15	0.08	0.15	0.15	0.15	0.32	
K-12		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	AVG	
MID	AVG	2.30	2.30	2.10	2.00	2.20	2.10	2.30	1.90	2.40	2.00	2.00	2.10	2.00	2.30	2.11	2.60	2.78	2.40	2.60	2.20	2.50	2.24	
	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	9	10	9	10	10	10	10	10	9.90
	HIGH	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2.81
	LOW	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	2	2	1	2	1	1	1	1.32
FINAL	AVG	2.50	2.50	2.20	2.60	2.50	2.20	2.50	2.11	2.60	1.80	2.00	2.00	1.80	2.56	2.30	2.60	2.80	2.70	2.50	2.60	2.50	2.37	
	N	10	10	10	10	10	10	10	9	10	10	10	10	10	9	10	10	10	10	10	10	10	10	9.90
	HIGH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2.81
	LOW	1	2	2	2	2	2	2	1	1	1	1	1	1	2	1	2	2	2	2	2	2	2	2.00
GROWTH AVG		0.20	0.20	0.10	0.60	0.30	0.10	0.20	0.00	0.20	-0.20	0.00	-0.10	-0.20	0.00	0.40	0.00	0.30	0.30	-0.10	0.40	0.00	0.13	
ALL		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	AVG	
MID	AVG	2.16	2.23	1.91	2.02	1.93	1.91	1.95	2.02	2.39	1.91	1.98	2.02	2.00	2.37	2.00	2.61	2.56	2.25	2.36	2.23	2.66	2.16	
	N	44	44	44	44	44	44	44	44	44	44	44	44	44	44	43	43	44	43	44	44	43	44	43.81
	HIGH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2.81
	LOW	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1.19
FINAL	AVG	2.50	2.61	2.32	2.50	2.39	2.27	2.36	2.53	2.65	2.07	2.45	2.32	2.16	2.69	2.41	2.80	2.77	2.64	2.64	2.59	2.80	2.50	
	N	44	44	44	44	44	44	44	43	43	44	44	44	44	42	44	44	44	44	44	44	44	44	43.81
	HIGH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2.95
	LOW	1	2	1	1	1	1	1	1	1	1	1	1	1	2	1	2	2	2	1	1	2	1.71	
GROWTH AVG		0.34	0.39	0.41	0.48	0.45	0.36	0.41	0.45	0.20	0.16	0.48	0.30	0.16	0.25	0.45	0.18	0.27	0.39	0.27	0.41	0.14	0.33	

Rubric

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
Planning for Instruction and Assessment					
A. Focus for Learning Standards and Objectives /Targets InTASC 7a	Plans align to appropriate P-12 state learning standards AND <u>Goals are measurable</u> AND Standards, objectives/targets, and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for <u>learners</u> and attend to appropriate <u>developmental progressions</u> relative to age and content-area	Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/ targets, and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners	Plans align to appropriate P-12 state learning standards AND/OR Some goals are measurable AND/OR Standards, objectives/targets, and learning tasks, are loosely or are not consistently aligned with each other AND/OR Articulates some objectives/targets that are appropriate for learners	Plans do not align to the appropriate P-12 state learning standards AND/OR Goals are absent or not measurable AND/OR Standards, objectives/targets, and learning tasks are not aligned with each other AND/OR Does not articulate objectives/targets that are appropriate for learners	---
B. Materials and Resources InTASC 7b	Uses a variety of materials and resources that 1. Align with all objectives/targets 2. Make content relevant to learners 3. Encourage individualization of learning	Uses a variety of materials and resources that 1. Align with all objectives/targets 2. Make content relevant to learners	Uses materials and resources that align with some of the objectives/targets	Materials and resources do not align with objectives/targets	---
C. Assessment of P-12 Learning InTASC 6b	Plans a variety of assessments that 1. Provide opportunities for learners of varying abilities to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. Are culturally relevant and draw from learners' funds of knowledge 4. Promote learner growth	Plans a variety of assessments that 1. Provide opportunities for learners to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. Are culturally relevant and draw from learners' funds of knowledge	Planned assessments 1. Provide opportunities for some learners to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards	Planned assessments 1. Are not included OR 2. Do not align with the appropriate P-12 state learning standards	---
D. Differentiated Methods InTASC 2c	Lessons make meaningful and culturally relevant connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning 4. Other disciplines and real-world experiences AND <u>Differentiation of instruction</u> supports learner development AND Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners	Lessons make clear and coherent connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning AND Differentiation of instruction supports learner development AND Organizes instruction to ensure content is comprehensible and relevant for learners	Lessons make an attempt to build on, but are not completely successful at connecting to 1. Learners' prior knowledge, 2. Previous lessons, OR future learning AND Differentiation of instruction is minimal AND Organizes instruction to ensure content is comprehensible for learners	Lessons do not build on or connect to learners' prior knowledge AND/OR Explanations given are illogical or inaccurate as to how the content connects to previous and future learning AND/OR Differentiation of instruction is absent	---
Instructional Delivery					
E. Learning Target and Directions InTASC 7c	Articulates accurate and coherent learning targets AND Articulates accurate directions/explanations throughout the lesson	Articulates an accurate learning target AND Articulates accurate directions/ explanations	Articulates an inaccurate learning target AND/OR Articulates inaccurate directions/explanations	Does not articulate the learning target OR Does not articulate directions/ explanations	---
	AND Sequences learning experiences appropriately	AND Sequences learning experiences appropriately			

	AND Sequences learning experiences appropriately	AND Sequences learning experiences appropriately			
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F. Critical Thinking InTASC 5d	Engages learners in critical thinking in local and/or global contexts that 1. Fosters problem solving 2. Encourages conceptual connections 3. <i>Challenges assumptions</i>	Engages learners in critical thinking that 1. Fosters problem solving 2. Encourages conceptual connections	Introduces AND/OR models critical thinking that 1. Fosters problem solving 2. Encourages conceptual connections	Does not introduce AND/OR model critical thinking that 1. Fosters problem solving 2. Encourages conceptual connections	---
G. Checking for Understanding and Adjusting Instruction through Formative Assessment InTASC 8b	Checks for understanding (whole class/group AND individual learners) during lessons using formative assessment AND Differentiates through <i>planned and responsive adjustments</i> (whole class/group and individual learners)	Checks for understanding (whole class/group) during lessons using formative assessment AND Differentiates through adjustments to instruction (whole class/group)	<i>Inconsistently checks for understanding</i> during lessons using formative assessment AND Adjusts instruction accordingly, but adjustments may cause additional confusion	Does not check for understanding during lessons using formative assessment OR Does not make any adjustments based on learners' responses	---
H. Digital Tools and Resources CAEP 1.5	Discusses AND uses a variety of developmentally appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration of knowledge or skills 3. <i>Extend learners' understanding of concepts</i>	Discusses AND uses developmentally appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/ targets of the lesson 2. <i>Engage learners in the demonstration of knowledge or skills</i>	Discusses <i>developmentally appropriate technologies (digital tools and resources) relevant to learning objectives/ targets of the lesson</i> AND Technology is not available	One of the following: A. Does not use technologies (digital tools and resources) to engage learners AND Technology is available in the setting OR B. Use of technologies is <i>not relevant</i> to the learning objectives/ targets of the lesson OR C. Does not discuss technologies AND Technology is not available in the setting	---
I. Safe and Respectful Learning Environment InTASC 3d	<i>Actively involves learners to create and manage a safe and respectful learning environment</i> through the use of routines and transitions AND Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners' attention (individual and whole group)	Manages a safe and respectful learning environment through the use of routines and transitions AND <i>Establishes and promotes constructive relationships to equitably engage learners</i> AND <i>Uses research-based strategies to maintain learners' attention (individual and whole group)</i>	<i>Attempts to manage a safe learning environment through the use of routines and transitions</i> AND/OR <i>Attempts to establish constructive relationships to engage learners</i> AND/OR <i>Attempts to use constructive strategies to maintain learners' attention (individual and whole group)</i>	Does not manage a safe learning environment OR <i>Does not establish</i> constructive relationships to engage learners OR <i>Does not use</i> constructive strategies to maintain learners' attention (individual and whole group)	---
Assessment					
J. Data-Guided Instruction CAEP 2.3	Uses data-informed decisions (<i>trends and patterns</i>) to set short and long term goals for future instruction and assessment AND	Uses data-informed decisions to design instruction and assessment AND <i>Uses contemporary tools for learner data record-keeping</i>	Uses minimal data to design instruction and assessment	Does not use data to design instruction and assessment	---
K. Feedback to	Provides feedback that	Provides feedback that	<i>Provides minimal feedback</i> that	Does not provide feedback	

	Uses contemporary tools for learner data record-keeping and analysis				
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K. Feedback to	Provides feedback that	Provides feedback that	<i>Provides minimal feedback</i> that	Does not provide feedback	
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Learners InTASC 6d	1. Enables learners to recognize strengths <i>AND</i> areas for improvement 2. Is comprehensible 3. Is descriptive 4. Is <i>individualized</i> AND Provides timely feedback , <i>guiding learners on how to use feedback to monitor their own progress</i>	1. Enables learners to recognize strengths OR areas for improvement 2. Is <i>comprehensible</i> 3. Is <i>descriptive</i> AND Provides timely feedback	1. <i>Enables</i> learners to recognize strengths OR areas for improvement OR Feedback is provided in a <i>somewhat</i> timely fashion	OR Feedback <i>does not enable</i> learners to recognize strengths OR areas for improvement OR Feedback is <i>not provided</i> in a timely fashion	---
L. Assessment Techniques InTASC 7d	Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative AND summative 3. Diagnostic 4. <i>Varied</i>	<i>Evaluates and supports learning through assessment techniques</i> that are 1. Developmentally appropriate 2. Formative AND summative	Assessment techniques are 1. Developmentally <i>appropriate</i> 2. <i>Formative OR summative</i>	Assessment techniques are 1. Developmentally <i>inappropriate</i> OR <i>Not used</i>	---

Analysis of Teaching

Analysis of Teaching					Row Score
M. Connections to Research and Theory CAEP 1.2	Discusses, provides evidence of, and <i>justifies</i> connections to educational research and/or theory AND <i>Uses research and/or theory to explain their P-12 learners' progress</i>	<i>Discusses and provides evidence of</i> connections to educational research and/or theory	<i>Mentions</i> connections to educational research and/or theory	<i>No connections OR inaccurate connections</i> to educational research and/or theory	---

Professional Dispositions Evaluation

What are dispositions? The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

What else should a teacher candidate know? It is the student teacher's responsibility to [ask](#) clarifying questions as well as [demonstrate](#) the expected dispositional behaviors. REMEMBER: Only those dispositions observed in student teaching can be measured, therefore it is up to the student teacher to demonstrate the dispositions.

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
Professional Commitment and Behaviors					
N. Participates in Professional Development (PD)	Participates in at least one professional development opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization) AND Provides evidence of an increased understanding of the teaching profession as a result of the PD AND <i>Reflects on own professional practice with evidence of application of the knowledge acquired from PD during</i>	Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference) AND <i>Provides evidence of an increased understanding of the teaching profession as a result of the PD</i>	<i>Participates in at least one professional development opportunity</i> (e.g. workshop, seminar, attending a professional conference)	<i>Does not participate</i> in any professional development opportunity (e.g. workshop, seminar, attending a professional conference)	---

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
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	<i>student teaching</i>				
O. Demonstrates Effective Communication with Parents or Legal Guardians InTASC 10d	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) AND Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress AND <i>Interacts with parents or legal guardians in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)</i>	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) AND <i>Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress</i>	<i>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</i>	<i>Does not provide evidence of communication with parents or legal guardians</i>	---
P. Demonstrates Punctuality InTASC 9o	Reports on time <i>or early</i> for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)	<i>Reports on time</i> for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)	<i>Inconsistently reports</i> on time for daily student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	<i>Does not report</i> on time for student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	---
Q. Meets Deadlines and Obligations InTASC 9o	Meets deadlines and obligations established by the cooperating teacher and/or supervisor AND Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides clear and complete directions and lessons for substitutes/cooperating teacher <i>without reminders</i>	<i>Meets deadlines and obligations</i> established by the cooperating teacher and/or supervisor AND Informs <i>all</i> stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides <i>clear and complete</i> directions and lessons for substitutes/cooperating teacher	<i>Most of the time meets deadlines and obligations</i> established by the cooperating teacher and/or supervisor AND <i>Informs some</i> stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND <i>Provides incomplete</i> directions and lessons for substitutes/ cooperating teacher	<i>Frequently misses deadlines or obligations</i> established by the cooperating teacher and/or supervisor AND/OR <i>Does not inform</i> stakeholders (cooperating teacher, supervisor, and/or faculty members) <i>of absences prior to the absence</i> AND/OR <i>Does not provide</i> directions and lessons for substitutes/cooperating teacher	---

R. Preparation InTASC 3d	Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible AND organized AND <i>Prepared for the unexpected and flexible</i>	<i>Prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible AND organized	<i>Not consistently prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND/OR Materials are easily accessible OR organized	<i>Not prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND/OR Materials are <i>not</i> organized NOR easily accessible	---
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Professional Relationships

S. Collaboration InTASC 10b	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND <i>Works with and learns from colleagues in a variety of ways</i>	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND <i>Works with and learns from colleagues in a variety of ways</i>	<i>Demonstrates collaborative</i> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	<i>Does not demonstrate collaborative</i> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	---
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	<i>Works with and learns from colleagues in planning and implementing instruction to meet diverse needs of learners</i>	<i>AND Attempts to work with and learn from colleagues in planning and implementing instruction</i>		administrators, etc.)	
T. Advocacy to Meet the Needs of Learners or for the Teaching Profession InTASC 10j	Recognizes and articulates specific areas in need of advocacy , including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices) <i>AND Takes action(s) based upon identified needs, while following district protocols</i>	Recognizes and <i>articulates specific</i> areas in need of advocacy , including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	<i>Recognizes</i> areas in need of advocacy , <i>but cannot articulate</i> the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	<i>Does not recognize</i> areas in need of advocacy , including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	—
Critical Thinking and Reflective Practice					
U. Responds Positively to Feedback and Constructive Criticism InTASC 9n	Is receptive to feedback, constructive criticism, supervision , and responds professionally <i>AND</i> Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice <i>AND</i> <i>Proactively seeks opportunities for feedback from other professionals</i>	Is receptive to feedback, constructive criticism, supervision , and <i>responds professionally</i> <i>AND</i> Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice	<i>Is</i> receptive to feedback, constructive criticism , and supervision <i>AND/OR</i> <i>Incorporates feedback inconsistently</i>	<i>Is not</i> receptive to feedback, constructive criticism , and supervision <i>AND/OR</i> <i>Does not incorporate feedback</i>	—

ACEI Elementary Education SPA			1	2.1a	2.1b	2.2a	2.2b	2.3	2.4	2.5	2.6	2.7	2.8	3.1a	3.1b	3.2	
FA18	ELED	CT	AVG	3.33	3.44	3.22	3.00	3.14	2.86	3.14	3.17	3.00	3.33	3.44	3.22	3.56	3.22
			STD	0.50	0.53	0.44	0.71	0.38	0.69	0.69	0.41	0.63	0.52	0.53	0.67	0.53	0.44
			N	9	9	9	5	7	7	7	6	6	6	9	9	9	9
FA18	ELED	US	AVG	3.00	3.00	3.00	2.67	3.14	2.75	3.25	3.00	NA	NA	2.56	3.00	3.11	2.78
			STD	0.00	0.00	0.00	0.58	0.38	0.50	0.50	0.00	NA	NA	0.53	0.71	0.60	0.44
			N	9	9	9	3	7	4	4	2	NA	NA	9	9	9	9
SP19	ELED	CT	AVG	3.09	3.32	3.23	3.42	3.29	3.17	3.06	3.08	2.91	2.80	3.09	3.41	3.36	3.05
			STD	0.68	0.65	0.81	0.61	0.64	0.71	0.66	0.76	0.83	1.14	0.81	0.50	0.58	0.72
			N	22	22	22	19	21	18	17	13	22	10	22	22	22	22
SP19	ELED	US	AVG	2.96	2.95	2.77	3.06	2.91	3.08	3.00	2.85	3.30	3.30	2.65	3.13	2.83	3.00
			STD	0.71	0.72	0.75	0.68	0.81	0.79	1.04	0.81	0.67	0.67	0.83	0.69	0.83	0.82
			N	23	22	22	16	22	12	12	20	10	10	23	23	23	22
AY 2018-19	ELED	CT	AVG	3.16	3.35	3.23	3.33	3.25	3.08	3.08	3.11	2.94	3.00	3.19	3.35	3.42	3.10
			STD	0.64	0.61	0.72	0.64	0.59	0.70	0.65	0.66	0.75	0.97	0.75	0.55	0.56	0.65
			N	31	31	31	24	28	25	24	19	28	16	31	31	31	31
AY 2018-19	ELED	US	AVG	2.97	2.97	2.84	3.00	2.97	3.00	3.06	2.86	3.30	3.30	2.63	3.09	2.91	2.94
			STD	0.59	0.60	0.64	0.67	0.73	0.73	0.93	0.77	0.67	0.67	0.75	0.69	0.78	0.73
			N	32	31	31	19	29	16	16	22	10	10	32	32	32	31

cont'd			3.3	3.4a	3.4b	3.5a	3.5b	4.0a	4.0b	5.1	5.2a	5.2b	5.2c	5.3	5.4	
FA18	ELED	CT	AVG	2.78	3.22	3.33	3.00	3.11	2.89	2.89	3.33	3.33	3.33	3.44	3.00	3.33
			STD	0.44	0.67	0.50	0.50	0.33	0.33	0.33	0.50	0.50	0.71	0.53	NA	0.50
			N	9	9	9	9	9	9	9	9	9	9	9	9	1
FA18	ELED	US	AVG	2.78	3.22	3.33	3.00	3.11	2.89	2.89	3.33	3.33	3.33	3.44	3.00	3.33
			STD	0.44	0.67	0.50	0.50	0.33	0.33	0.33	0.50	0.50	0.71	0.53	NA	0.50
			N	9	9	9	9	9	9	9	9	9	9	9	9	1
SP19	ELED	CT	AVG	3.14	3.36	3.57	3.19	3.41	3.14	3.05	3.38	3.32	3.33	3.29	3.20	3.38
			STD	0.64	0.66	0.51	0.75	0.67	0.71	0.65	0.74	0.65	0.73	0.78	0.77	0.74
			N	22	22	21	21	22	22	22	22	21	22	21	21	20
SP19	ELED	US	AVG	2.83	3.13	3.09	3.00	3.04	2.87	2.74	3.13	3.17	3.00	3.00	2.92	2.87
			STD	0.94	0.76	0.79	0.95	0.88	0.69	0.81	0.76	0.72	0.69	0.67	0.64	0.76
			N	23	23	23	23	23	23	23	23	23	22	23	13	23
AY 2018-19	ELED	CT	AVG	3.16	3.32	3.57	3.20	3.42	3.19	3.10	3.33	3.29	3.30	3.23	3.11	3.34
			STD	0.58	0.60	0.50	0.71	0.62	0.65	0.65	0.71	0.59	0.65	0.73	0.74	0.72
			N	31	31	30	30	31	31	31	30	31	30	30	21	30
AY 2018-19	ELED	US	AVG	2.81	3.16	3.16	3.00	3.06	2.88	2.78	3.19	3.22	3.10	3.13	2.93	3.00
			STD	0.82	0.72	0.72	0.84	0.76	0.61	0.71	0.69	0.66	0.70	0.66	0.62	0.72
			N	32	32	32	32	32	32	32	32	32	31	32	14	32

Rubric

DEVELOPMENT, LEARNING AND MOTIVATION

1: Candidates construct learning opportunities that support individual students' development and acquisition of knowledge.	Candidates do not construct learning opportunities that support individual students' development and acquisition of knowledge.	Candidates begin to demonstrate an ability to plan curriculum that is achievable but also challenging for children at various levels.	Candidates draw on developmental knowledge to plan curriculum that is achievable, meaningful, and motivating for children at various developmental levels.	Candidates draw on developmental knowledge to plan curriculum that is achievable, meaningful, challenging, and motivating for children at various developmental levels.
		Candidates begin to respond positively to diversity.	Candidates consider and accommodate the developmental characteristics of children and young adolescents in curriculum planning, instruction, and assessment of student learning.	Candidates assess student development and learning and use the results to design and implement instruction that meets individual student needs and interests and reflects diversity of students.
		Candidates begin to recognize and respond to students whose development is atypical.	Candidates consider diversity an asset, respond positively to it and begin to seek advice from specialists (e.g., special educators, counselors, art teachers, etc.) to confirm when an individual student's development is atypical.	Candidates recognize when an individual student's development differs from typical developmental patterns and collaborate with specialists to plan, implement, and assess appropriate learning experiences that address individual needs.

CURRICULUM

2.1 Reading, Writing, and Oral Language

2.1: Candidates teach the use of multiple strategies to help readers recognize words in print.	Candidates do not teach the use of multiple strategies to help readers recognize words in print.	Candidates begin to apply theory and research, particularly phoneme awareness, syntax, semantics, phonics, fluency, and meaning-based strategies.	Candidates apply theory and research, particularly phoneme awareness, syntax, semantics, phonics, fluency, and meaning-based strategies.	Candidates comprehensively apply theory and research, particularly phoneme awareness, syntax, semantics, phonics, fluency, and meaning-based strategies.
2.1: Candidates teach the conventions of language needed to compose oral and written texts for a range of purposes and audiences.	Candidates do not teach the conventions of language needed to compose oral and written texts for a range of purposes and audiences.	Candidates begin to identify and explain the basic conventions of language needed to compose oral and written texts.	Candidates identify and explain the basic conventions of language needed to compose oral and written texts for a range of purposes and audiences.	Candidates comprehensively identify and explain the basic conventions of language needed to compose and comprehend oral and written texts for a range of purposes and audiences.
		Candidates begin to promote a balance between the conventions of language and the more meaning-based qualities of language.	Candidates promote a balance between the conventions of language (spelling, punctuation) and the more meaning-based qualities of language (ideas, expression).	Candidates consistently promote an appropriate balance between the mechanical conventions of language and the more meaning-based qualities of language.
		Candidates begin to teach the conventions of language needed to compose a variety of texts.	Candidates teach the conventions of language needed to compose and comprehend oral and written texts for a range of purposes and audiences.	Candidates consistently and effectively teach the conventions of language needed to compose and comprehend oral and written texts for a range of purposes and audiences.

2.2 Science

<p>2.2: Candidates apply the fundamental concepts in the subject matter of science and the inquiry processes scientists use in the discovery of new knowledge to build a base for scientific, technological, and environmental literacy.</p>	<p>Candidates do not apply the fundamental concepts in the subject matter of science and the inquiry processes, build the framework to understand science or assess learning.</p>	<p>Candidates begin to engage students in the learning of science through inquiry; build the framework for understanding science as an activity; and assess the learning of science.</p>	<p>Candidates engage students with proficiency in the learning of science through inquiry; build the framework for understanding science as an activity; and assess the learning of science.</p>	<p>Candidates consistently engage students with practiced proficiency in the learning of science through inquiry; build the framework for understanding science as an activity; and effectively assess the learning of science.</p>
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2.3 Mathematics

<p>2.3: Candidates use major concepts, procedures, and reasoning processes to foster K-6 student learning.</p>		<p>~ the appropriate use of patterns, quantities and spatial relationships</p>	<p>~ the appropriate use of patterns, quantities and spatial relationships in problem solving, reasoning, communication, connection and representation of math ideas</p>	<p>~ the use of patterns, quantities and spatial relationships by <u>in-depth</u> use of problem solving, reasoning, communication, connection and representation of mathematical ideas</p>
		<p>~ the use of appropriate problem solving tools, including mental arithmetic, pencil-and-paper computation, manipulatives and visual materials</p>	<p>~ the use of appropriate problem solving tools (e.g. mental arithmetic, pencil-paper computation, manipulatives visual materials, calculators, computers, electronic info resources, other technologies)</p>	<p>~ the use of problem solving tools (e.g. mental arithmetic, pencil-paper computation, manipulatives visual materials, calculators, computers, electronic info resources, other technologies)</p>
		<p>~ understanding the history of mathematics</p>	<p>~ understanding the history of math and the contributions of diverse cultures</p>	<p>~ understanding the history of math and the contributions of diverse cultures</p>
		<p>~ communicating about and through mathematics by writing and orally</p>	<p>~ communicating about and through math by writing and orally using everyday and math language</p>	<p>~ communicating about and through math by writing and orally using everyday and math language in real life connections</p>
		<p>~ analyzing K-6 students' mathematical preconceptions, misconceptions and error patterns.</p>	<p>~ analyzing K-6 students' mathematical preconceptions, misconceptions and error patterns ; constructing ways to help them.</p>	<p>~ analyzing K-6 as well as <u>their</u> math preconceptions, misconceptions and error patterns; constructing ways to correct problems</p>

2.4 Social studies

<p>2.4: Candidates use the major concepts (history, geography, social sciences, other related areas) and modes of inquiry from the social studies.</p>	<p>Candidates do not use the major concepts and modes of inquiry from the social studies to foster K-6 student learning.</p>	<p>Candidates begin to use the major concepts of social studies in instructional presentations and activities that allow students to appreciate the themes.</p>	<p>Candidates use the major concepts of the social studies while implementing instructional activities to allow students to appreciate the various themes.</p>	<p>Candidates comprehensively use the major concepts of social studies while implementing instructional activities to allow students to appreciate and see connections among the themes of the social studies</p>
	<p>Candidates do not encourage the knowledge, skills, and dispositions necessary to be informed, caring and responsible future citizens.</p>	<p>Candidates begin to develop learning experiences in which learners are encouraged to apply the modes of inquiry from the social studies.</p>	<p>Candidates develop learning experiences in which learners are encouraged to apply the modes of inquiry from the social studies (e.g., problem-solving, research, interviewing) through a variety of tasks.</p>	<p>Candidates consistently develop learning experiences in which learners are required to apply the modes of inquiry from the social studies through a variety of challenging tasks completed individually and with others</p>

	Candidates do not require students to apply their thinking to real-world situations.	Candidates begin to encourage the knowledge, skills, and dispositions necessary to be informed, caring and responsible future citizens.	Candidates encourage the knowledge (e.g., social studies facts, concepts), skills (e.g., reading for information, using maps, social skills) and dispositions (e.g., awareness of rights and duties, character traits, acceptance of others) necessary to be informed, caring and responsible citizens.	Candidates consistently encourage the knowledge (e.g., social studies facts, concepts), skills (e.g., reading for information, using maps, social skills) and dispositions (e.g., awareness of rights and duties, character traits, acceptance of others) necessary to be informed, caring and responsible citizens.
		Candidates begin to require students to apply their thinking to real-world situations.	Candidates require students to apply their thinking in real-life situations.	Candidates require students to apply their thinking (individually and collaboratively) in real-world situations.
2.5 The arts				
2.5: Candidates use the arts as primary media for communication, inquiry, and insight among elementary students.	Candidates do not use the arts to encourage communication, inquiry, and insight among elementary students.	Candidates begin to encourage K-6 students in the participation of the arts.	Candidates encourage the K-6 students in study of, participation in, and appreciation of arts.	Candidates work alone and with arts professionals to enable K-6 students to use the arts as primary media for communication, inquiry, and insight from a variety of cultural and historical periods.
		Candidates begin to acquaint students with exemplary arts from different cultures and historical periods.	Candidates acquaint students with exemplary arts from a variety of cultures and historical periods.	Candidates provide ways for students to use traditional and technology-based tools for communication in the visual arts.
2.6 Health education				
2.6: Candidates use the major concepts in the subject matter of health education to create opportunities for K-6 student development and practice of skills that contribute to good health.	Candidates do not use the major concepts in the subject matter of health education.	Candidates begin to teach students the major health issues affecting K-6 children and impart information on these issues sensitively.	Candidates teach students the major health issues affecting K-6 children and impart information on these issues sensitively.	Candidates consistently teach students the major health issues affecting K-6 children, impart information on these issues sensitively and transfer health concepts outside the classroom.
		Candidates begin to help students recognize dangerous situations.	Candidates clarify misconceptions for children and help them recognize potentially dangerous situations.	Candidates consistently clarify misconceptions for children and help them recognize potentially dangerous situations.
2.7 Physical education				
2.7: Candidates use, as appropriate to their own understanding and skills, human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.	Candidates do not use physical development and movement forms, concepts, and principles of motor skills in the classroom.	Candidates begin to use physical development and movement forms, concepts, and principles of motor skills.	Candidates use physical development and movement forms, concepts, and principles of motor skills in the classroom.	Candidates consistently use physical development and movement forms, concepts, and principles of motor skills in and out of the classroom.
	Candidates do not recognize that physical activity is important.	Candidates begin to recognize that physical inactivity is a major health risk factor.	Candidates recognize that physical inactivity is a major health risk factor.	Candidates recognize and model the intrinsic value and benefits associated with physical activity.
			Candidates demonstrate sensitivity to K-6 students' needs for physical movement.	Candidates consistently demonstrate sensitivity to K-6 students' needs for physical movement in and out of the classroom.

2.8 Connections across the curriculum

<p>2.8: Candidates use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world</p>	<p>Candidates do not create learning experiences that encourage the application across content areas.</p>	<p>Candidates begin to create learning experiences for that encourage the application of knowledge, skills, tools and ideas across content areas.</p>	<p>Candidates create learning experiences that encourage the application of knowledge, skills, tools and ideas across content areas and relate it to real world issues.</p>	<p>Candidates consistently create learning experiences so their K-6 students demonstrate an ability to apply knowledge, skills, tools and ideas across content areas, to their lives and to other real world situations.</p>
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INSTRUCTION

3.1 Integrating and applying knowledge for instruction

<p>3.1: Candidates plan instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.</p>	<p>Candidates do not plan instruction based on knowledge of students, learning theory, subject matter, curricular goals and community.</p>	<p>Candidates begin to integrate knowledge of students, learning theory, K-6 subject matter, curricular goals, and community to plan instruction.</p>	<p>Candidates integrate knowledge of students, learning theory, K-6 subject matter content, curricular goals and community to plan instruction.</p>	<p>Candidates comprehensively integrate knowledge of students, learning theory, K-6 subject matter content, and curricular goals and community to plan instruction.</p>
		<p>Candidates use a limited range of resources.</p>	<p>Candidates plan instruction using several instructional approaches including active involvement.</p>	<p>Candidates consistently plan instructional using a variety of approaches, including active involvement and the effective use of technology.</p>
			<p>Candidates plan instructional strategies that are based upon effective teaching strategies, such as activating prior knowledge, and encouraging exploration and problem solving.</p>	<p>Candidates develop instructional plans that center on effective teaching strategies, including problem finding, critical thinking, and self-directed learning that builds on skills previously acquired.</p> <p>Candidates collaborate with specialists to promote learning in subject matter content.</p>
<p>3.1: Candidates implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.</p>	<p>Candidates do not implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.</p>	<p>Candidates begin to implement instruction based on subject matter content and curriculum goals.</p>	<p>Candidates implement instruction based upon the subject matter content, knowledge of students (e.g., developmental characteristics, interests, learning styles, and modalities), learning theories, and</p>	<p>Candidates foster students' appreciation and engagement in subject matter content and ensure that students are competent and confident as users of technology and other resources.</p>
		<p>Candidates begin to use a limited number of resources to benefit students.</p>	<p>Candidates utilize resources (e.g., print and electronic) within the classroom or school to benefit students.</p>	<p>Candidates demonstrate that student development (e.g., developmental characteristics, interests, learning styles, and modalities) and the community are integral aspects for effective learning experiences.</p>
				<p>Candidates utilize informational resources (e.g., print and electronic) beyond the classroom to benefit students.</p>

3.2 Adaptation to diverse students

3.2: Candidates create instructional opportunities that are adapted to diverse students.	Candidates do not create instructional opportunities that are adapted to diverse students.	Candidates begin to create instruction appropriate for K-6 students' levels of development, learning styles and diverse needs.	Candidates create instruction appropriate for K-6 students' levels of development, learning styles and diverse needs and adapt curriculum to those needs.	Candidates consistently create instruction, tasks and activities appropriate for K-6 students' levels of development, learning styles, diversity and exceptional needs and adapt curriculum to those needs.
		Candidates begin to be sensitive to children's needs.	Candidates use teaching approaches sensitive to children's needs.	Candidates apply knowledge of the richness of contributions from diverse cultures to the content studied in the elementary classroom.
				Candidates utilize resources of other specialists and families to adapt to diverse students.

3.3 Development of critical thinking, problem solving, performance skills

3.3: Candidates use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.	Candidates do not use a variety of teaching strategies that encourage development of critical thinking, problem solving and performance skills.	Candidates begin to use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving and performance skills.	Candidates use a variety of instructional materials, technological resources, and multiple teaching and learning strategies to enhance students' development of critical thinking, problem solving and performance skills.	Candidates reflect on the effectiveness of the use of a variety of instructional materials, the use of technology and teaching strategies.
				Candidates collaborate with specialists and colleagues to promote students' development of critical thinking, problem solving and performance skills.

3.4 Active engagement in learning

3.4: Candidates foster active engagement in learning, self-motivation, and positive social interaction.	Candidates do not foster active engagement in learning, self-motivation, and positive social interaction.	Candidates begin to use a variety of strategies to foster active engagement in learning, self-motivation, and positive social interaction.	Candidates use a variety of strategies to foster active engagement in learning, self-motivation, and positive social interaction.	Candidates reflect on students' motivation and behavior in the classroom and modify teaching and classroom management strategies to foster engagement in learning, self-motivation, and positive social interaction.
			Candidates promote positive relationships, cooperation, conflict resolution, and purposeful learning in the classroom.	Candidates foster classrooms where K-6 students monitor own learning, motivation, and interactions with peers/others.
3.4: Candidates create supportive learning environments.	Candidates do not create supportive learning environments in their classrooms.	Candidates begin to encourage K-6 students to assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently and engage in purposeful learning activities.	Candidates create learning communities in which K-6 students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently and engage in purposeful learning activities.	Candidates consistently create positive and supportive learning communities where students assume responsibility for themselves and one another, participate in decision-making, work collaboratively/ independently and engage in purposeful learning activities.
			Candidates use interpersonal and small-group communication techniques to create a supportive learning environment.	Candidates use effective interpersonal and small-group communication techniques to create a supportive learning environment.

3.5 Communication to foster collaboration

3.5: Candidates foster active inquiry in the elementary classroom.	Candidates do not foster active inquiry in the elementary classroom.	Candidates begin to foster active inquiry in the classroom by using basic communication theory, language development, cultural, gender, verbal and non-verbal language.	Candidates foster active inquiry in the classroom by using basic communication theory, language development, cultural, gender, verbal and non-verbal language.	Candidates consistently foster active inquiry in the classroom by using basic communication theory, language development, cultural, gender, verbal and non-verbal language and transfer it outside the classroom.
		Candidates begin to model communication strategies to help students learn active inquiry.	Candidates model communication strategies that help K-6 students learn active inquiry while implementing curriculum. (e.g. monitoring messages, restating ideas and drawing connections, using visual, aural and kinesthetic cues, being sensitive to given and received nonverbal cues).	Candidates consistently model communication strategies in order to foster K-6 students' active inquiry in the classroom (e.g. monitoring messages, restating ideas and drawing connections, using visual, aural and kinesthetic cues, being sensitive to given and received nonverbal cues).
3.5: Candidates foster collaboration and supportive interaction in the elementary classroom.	Candidates do not foster collaboration and supportive interaction in the classroom.	Candidates begin to use oral and written discourse to extend students' understanding of subject matter.	Candidates foster collaboration and supportive interaction in the classroom by using oral and written discourse to help students collaborate and interact to better understand content.	Candidates consistently foster collaboration
	Candidates do not use media communication tools.	Candidates begin to use audio-visual aids, computer-based technologies and other media communication tools.	Candidates use audio-visual aids, computer-based technologies and other media communication tools.	& supportive interaction in the classroom by using oral/written discourse to help students <u>routinely</u> collaborate and interact to extend understanding of content.
				Candidates consistently use extensive audio-visual aids, computer-based technologies and other media tools.

ASSESSMENT

4.0 Assessment for instruction

4.0: Candidates use formal and informal assessment strategies to plan, evaluate and strengthen instruction.	Candidates do not use formal and informal assessment strategies to plan, evaluate and strengthen instruction.	Candidates begin to use both formal and informal assessment strategies.	Candidates use both formal and informal assessment strategies.	Candidates consistently use both formal and informal assessment strategies.
		Candidates begin to use technology to promote the efficiency of assessment data collection.	Candidates use assessment data to plan, evaluate and monitor learning for each student, such as the need for re-teaching to strengthen instruction.	Candidates effectively use assessment data to plan, evaluate, monitor and promote learning for each student, such as the need for re-teaching to strengthen instruction for each student.
			Candidates use technology to promote the efficiency of assessment data collection and management of instruction.	Candidates use technology to promote the efficiency of assessment data collection, management of instruction, and to monitor their own teaching strategies and behavior in terms of improving student success.

4.0: Candidates use assessment strategies to promote continuous intellectual, social, emotional, and physical development of each elementary student.	Candidates do not use assessment strategies.	Candidates begin to use and adapt assessment data to accommodate student development.	Candidates use and adapt assessment strategies to accommodate and promote developmental needs of students.	Candidates continually use and adapt assessment strategies to accommodate and promote developmental needs of students.
			Candidates consult with colleagues or specialists to gather information to identify and address the development of students with exceptionalities.	Candidates consult with colleagues or specialists to gather and use assessment information to identify, address, and promote the development of students with exceptionalities.

PROFESSIONALISM

5.1 Practices and behaviors of developing career teachers

5.1: Candidates apply practices and behaviors that are characteristic of developing career teachers.	Candidates do not apply practices and behaviors that are characteristic of developing career teachers.	Candidates begin to work independently on a variety of disciplinary and pedagogical problems.	Candidates work independently on a variety of disciplinary and pedagogical problems.	Candidates consistently work independently on a variety of disciplinary and pedagogical problems and responsibilities.
		Candidates begin to focus on independent analysis about content, methodologies and applications.	Candidates focus on independent analysis and value judgments about content, methodologies and applications to specific circumstances.	Candidates consistently focus on and independent analysis and value judgments about content, methodologies and applications to specific circumstances.
		Candidates begin to adapt to evolving issues/conditions as situations change.	Candidates adapt to evolving issues and conditions as time and situations change.	Candidates easily adapt to evolving issues and conditions as time and situations change and make wise decisions according to time, place, and population.
		Candidates begin to use technology-based resources.	Candidates use technology-based resources.	Candidates routinely use technology-based resources in support of their professional development.

5.2 Reflection and evaluation

5.2: Candidates reflect on their practice in light of research on teaching and resources available for professional learning.	Candidates do not reflect on their practice in light of research on teaching and resources available for professional learning.	Candidates begin to reflect on their practice in light of research on teaching and resources available for professional learning.	Candidates use a variety of self-assessment and problem-solving strategies for reflecting on their practice and its influences on students' growth and learning.	Candidates continually reflect on their practice, its influences on growth and learning, and the complex interactions between them and consult with other professionals to grow professionally.
		Candidates begin to use major areas of research on teaching and resources available for professional learning.	Candidates know and use major areas of research on teaching and resources available for professional learning.	Candidates seek out new sources of current research on teaching and resources of professional learning to continually update the level of their professional practice.
5.2: Candidates continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community.	Candidates do not evaluate the effects of their professional practice.	Candidates begin to evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community.	Candidates continually use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice on students, parents, and other professionals in the learning community.	Candidates develop a systematic process for continually evaluating the effects of their professional decisions and actions on students, parents, and other professionals and develop professional improvement plans based on the evaluation results.
				Candidates conduct professional inquiry into their professional practice and share the results of their inquiry with other professionals.

5.2: Candidates actively seek out opportunities to grow professionally.	Candidates do not seek out opportunities to grow professionally.	Candidates begin to actively seek out opportunities to grow professionally.	Candidates actively seek opportunities to grow professionally (e.g. consulting with colleagues, reading current professional literature, participating in professional organizations and activities)	Candidates actively and consistently seek opportunities to grow professionally (e.g. consulting with colleagues, reading current professional literature, participating in professional organizations and activities)
5.3 Collaboration with families				
5.3: Candidates establish and maintain a positive collaborative relationship with families to promote the academic, social and emotional growth of children.	Candidates do not know how to work with families in order to encourage academic, social and emotional growth of K-6 students.	Candidates begin to work with families in order to encourage academic, social and emotional growth of K-6 students.	Candidates establish and maintain a positive collaborative relationship with families in order to encourage academic, social, and emotional growth of children.	Candidates establish and maintain a positive collaborative relationship with families to promote the academic, social and emotional growth of children and transfer it to areas outside the classroom
		Candidates begin to communicate with parents.	Candidates respect parents' choices and goals for their children and know how to communicate with parents about curriculum	Candidates respect families' choices and goals for their children and know how to communicate with families about curriculum and children's progress
		Candidates begin to involve families.	Candidates involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities (e.g., Parent Teacher Conferences, Parent Newsletter).	Candidates consistently involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities (e.g., Parent Teacher Conferences, Parent Newsletter)
5.4 Collaboration with colleagues and the community				
5.4: Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.	Candidates do not foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.	Candidates begin to recognize that collegial activities contribute to a productive learning environment.	Candidates participate in collegial activities (e.g., Board of Education meetings, PTA meetings, teachers' meetings, in-services).	Candidates consistently participate in collegial activities to sustain a productive learning environment (e.g., Board of Education meetings, PTA meetings, teachers' meetings, in-services)
		Candidates begin to identify the appropriate specialists within the schools to support K-6 students' learning and well-being.	Candidates identify the appropriate specialists within the schools to support K-6 students' learning and well-being and begin to work collaboratively with the	Candidates develop collaborative relationships with specialists to support students' learning and well-being.
				Candidates value and respect the contribution and uniqueness of all members of the school community

CEC Special Education SPA				Learner Dev & Ind Diff		Learning Environments			Content Knowledge			Assessment				Instructional Planning & Strategies			
				1.1	1.2	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	4.4	5.1	5.2		
FA18	SPED	CT	AVG	3.67	3.67	3.67	3.67	3.00	3.67	3.67	3.67	3.33	3.67	3.67	3.67	3.67	3.00		
			STD	0.58	0.58	0.58	0.58	0.00	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.00	
			N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
FA18	SPED	US	AVG	4.00	4.00	4.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	4.00	3.00	
			STD	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
			N	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
SP19	SPED	CT	AVG	3.13	3.25	3.13	2.88	2.81	3.06	2.93	3.13	2.93	2.64	2.88	3.00	3.25	2.75		
			STD	0.72	0.77	0.89	0.72	0.83	0.57	0.70	0.64	0.80	0.84	0.72	0.82	0.77	0.77		
			N	16	16	16	16	16	16	15	15	15	14	16	16	16	16	16	
FA18	SPED	US	AVG	3.22	3.56	3.56	3.11	3.00	3.22	3.44	3.44	2.89	2.78	2.89	3.44	3.44	3.11		
			STD	0.67	0.53	0.53	0.60	0.00	0.44	0.53	0.53	0.33	0.44	0.60	0.53	0.53	0.33		
			N	9	9	9	9	3	9	9	9	9	9	9	9	9	9	9	9
AY 2018-19	SPED	CT	AVG	3.21	3.32	3.21	3.00	2.84	3.16	3.06	3.22	3.00	2.82	3.00	3.11	3.32	2.79		
			STD	0.71	0.75	0.85	0.75	0.76	0.60	0.73	0.65	0.77	0.88	0.75	0.81	0.75	0.71		
			N	19	19	19	19	19	19	18	18	18	17	19	19	19	19	19	
AY 2018-19	SPED	US	AVG	3.36	3.64	3.64	3.09	3.00	3.18	3.36	3.36	2.91	2.82	2.91	3.36	3.55	3.09		
			STD	0.67	0.50	0.50	0.54	0.00	0.40	0.50	0.50	0.30	0.40	0.54	0.50	0.52	0.30		
			N	11	11	11	11	5	11	11	11	11	11	11	11	11	11	11	

CEC Special Education SPA				Instructional Planning & Strategies, cont'd					Professional Learning & Ethics					Collaboration				
cont'd				5.3	5.4	5.5	5.6	5.7	6.1	6.2	6.3	6.4	6.5	6.6	7.1	7.2	7.3	
FA18	SPED	CT	AVG	3.00	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	
			STD	0.00	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58
			N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
FA18	SPED	US	AVG	3.00	3.00	3.00	4.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
			STD	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
			N	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
SP19	SPED	CT	AVG	2.80	2.94	2.83	3.06	2.87	3.19	3.13	3.38	3.25	3.15	2.90	3.00	2.87	3.13	
			STD	0.63	0.77	0.72	0.77	0.92	0.75	0.62	0.62	0.86	0.69	0.57	0.73	0.83	0.72	
			N	10	16	12	16	15	16	16	16	16	16	13	10	16	15	16
FA18	SPED	US	AVG	2.88	2.78	3.11	3.00	3.33	3.22	3.00	3.00	3.11	2.88	2.75	3.11	2.44	3.11	
			STD	0.64	0.67	0.33	0.87	0.71	0.44	0.71	0.71	0.60	0.64	0.50	0.33	0.73	0.33	
			N	8	9	9	9	9	9	9	9	9	8	4	9	9	9	
AY 2018-19	SPED	CT	AVG	2.85	3.05	3.00	3.16	3.00	3.26	3.21	3.42	3.32	3.25	3.08	3.11	3.00	3.21	
			STD	0.55	0.78	0.76	0.76	0.91	0.73	0.63	0.61	0.82	0.68	0.64	0.74	0.84	0.71	
			N	13	19	15	19	18	19	19	19	19	19	16	13	19	18	19

AY 2018-19	SPED	US	AVG	2.90	2.82	3.09	3.18	3.27	3.18	3.00	3.00	3.09	2.90	2.83	3.09	2.55	3.09
			STD	0.57	0.60	0.30	0.87	0.65	0.40	0.63	0.63	0.54	0.57	0.41	0.30	0.69	0.30
			N	10	11	11	11	11	11	11	11	11	11	10	6	11	11

Rubric

CEC Special Education SPA	Below Basic/Needs Work - 1	Basic/Developing - 2	Proficient/Competent - 3	Advanced/Excellent - 4
1. Understand how exceptionalities interact with development and learning and use knowledge to provide meaningful learning experiences for individuals with exceptionalities	Fails to design learning activities that link to strengths and needs of students with exceptionalities; only addresses one of the following: social, academic, language and functional skills	Seldom designs learning activities that link to strengths and needs of students with exceptionalities; addresses at least two of the following: social, academic, language and functional skills	Routinely designs learning activities that link to strengths and needs of students with exceptionalities; addresses at least three of the following: social, academic, language and functional skills	Consistently and systematically designs learning activities that build on strengths and needs of students with exceptionalities and address the social, academic, language and functional skills
2. Create safe, inclusive, culturally responsible learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination	Demonstrates little understanding of an effective learning environment by providing one of the following: organized space, clear procedures and rules, access to materials and frequent feedback	Demonstrates some understanding of an effective learning environment by providing two of the following: organized space, clear procedures and rules, access to materials and frequent feedback	Demonstrates understanding of an effective learning environment by providing at least three of the following: organized space, clear procedures and rules, access to materials and frequent feedback	Demonstrates consistent understanding of an effective learning environment by providing all of the following: organized space, clear procedures and rules, access to materials and frequent feedback
3. Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities	Fails to make adaptations in general education curricula and modifications to support students with exceptionalities	Occasionally makes adaptations in general education curricula and modifications to support students with exceptionalities	Consistently makes adaptations in general education curricula and modifications to support students with exceptionalities	Consistently and systematically makes adaptations in general education curricula and modifications to support students with exceptionalities
4. Use multiple methods of assessment and data-sources in making educational decisions	Fails to use formal, informal, curriculum based assessments and progress monitoring to guide planning for and implementation of instruction.	Occasionally uses formal, informal, curriculum based assessments and progress monitoring to guide planning for and implementation of instruction.	Routinely uses formal, informal, curriculum based assessments and progress monitoring to guide planning for and implementation of instruction.	Consistently and systematically uses formal, informal, curriculum based assessments and progress monitoring to guide planning for and implementation of instruction.
5. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities	Does not use assessment data and fails to identify the individual's strengths and needs to select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with exceptionalities	Considers assessment data and some of the individual's strengths and needs to select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with exceptionalities	Uses assessment data and knowledge of the individual's strengths and needs to select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with exceptionalities	Consistently and systematically uses assessment data and knowledge of the individual's strengths, needs and individual learning preferences to select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with exceptionalities

<p>6. Use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance profession</p>	<p>Lacks understanding of the six provisions and principles of IDEA Fails to apply the principles through personal interactions with individuals, families, and professionals in the planning and delivery of instruction. Does not advocate for individuals with exceptionalities and their families to meet their needs.</p>	<p>Has a limited understanding of the six provisions and principles of IDEA applies some of the principles through personal interactions with individuals, families, and professionals in the planning and delivery of instruction. Supports individuals with exceptionalities and their families to meet some of their needs.</p>	<p>Demonstrates a good understanding of the six provisions and principles of IDEA and applies most of the principles through personal interactions with individuals, families, and professionals in the planning and delivery of instruction. Advocates for individuals with exceptionalities and their families to meet their needs.</p>	<p>Demonstrates a thorough understanding of the six provisions and principles of IDEA and applies the principles through personal interactions with individuals, families, and professionals in the planning and delivery of instruction. Advocates for individuals with exceptionalities and their families to meet their needs</p>
<p>7. Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences</p>	<p>Does not employ collaborative skills as part of a multidisciplinary team which includes parents, professionals, and individuals with exceptionalities in the preparation, writing and/or implementation of at least one of the following : an IEP, IFSP or transition plan (either preschool or school age/post-secondary). Collaborative interactions are not culturally responsive and/or do not meet the individual needs of students with exceptionalities.</p>	<p>Utilizes some collaborative skills as part of a multidisciplinary team which includes parents, professionals, and individuals with exceptionalities in the preparation, writing and/or implementation of at least one of the following : an IEP, IFSP or transition plan (either preschool or school age/post-secondary). Collaborative interactions consider cultural diversity and meets only some of the individual needs of students with exceptionalities.</p>	<p>Employs appropriate collaborative skills as part of a multidisciplinary team which includes parents, professionals, and individuals with exceptionalities in the preparation, writing and/or implementation of at least one of the following : an IEP, IFSP or transition plan (either preschool or school age/post- secondary). Collaborative interactions consider cultural diversity and meet the individual needs of students with exceptionalities.</p>	<p>Employs excellent collaborative skills as part of a multidisciplinary team which includes parents, professionals, and individuals with exceptionalities in the preparation, writing and/or implementation of at least one of the following : an IEP, IFSP or transition plan (either preschool or school age/post-secondary). Collaborative interactions are culturally responsive and meet the individual needs of students with exceptionalities.</p>

Diverse Experiences with P-12 Students

Gender		P-12 Students				Socioeconomic Groups		Ethnic/Racial Groups										Types of Learners		Population Areas		
Male	Female	Preschool	Elementary	Middle School/ Junior High	High School	Low Socioeconomic	Middle to High Socioeconomic	Non- Resident Alien (Temporary Resident)	Hispanic/ Latino, (of any race), US citizens & permanent residents	American Indian/ Alaskan Native	Asian	Black/ African American	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Race/ Ethnicity Unknown, US citizens & permanent residents only	Citizenship Unknown	English Language Learners (ie ELL, ESL)	Disabilities/ Exceptionalities (ie IEP, 504, TAG)	*Rural - less than 2,500 people	*Urban - more than 2,500 people	
Fall 2018																						
X	X	X	X	X		X			X	X	X	X	X	X				X	X			
X	X		X	X	X	X	X		X	X		X		X	X			X	X		X	
X	X		X			X	X			X	X	X		X				X	X			X
X	X			X		X	X		X	X	X	X	X	X	X				X		X	
X	X			X	X	X	X		X	X	X	X	X	X	X			X	X			X
X	X		X	X		X	X		X	X	X	X	X	X	X			X	X			X
X	X		X	X		X	X		X	X	X	X	X	X	X			X	X			X
X	X		X			X	X		X	X		X		X	X			X	X			X
X	X			X		X	X	X	X	X	X	X		X	X			X	X			X
X	X			X		X	X		X	X	X	X	X	X	X			X	X			X
Spring 2019																						
X	X		X			X	X		X	X	X	X		X	X				X			X
X	X		X			X	X		X	X		X	X	X	X			X	X			X
					X	X		X	X	X	X	X		X		X		X	X		X	X
X	X	X	X	X	X		X		X		X	X	X	X	X			X	X		X	X
X	X			X	X	X	X		X	X	X	X	X	X	X			X	X		X	X
X	X		X			X	X		X	X	X	X	X	X	X			X	X		X	X
X	X			X		X	X		X	X	X	X	X	X	X			X	X		X	X

X	X				X		X	X		X	X	X	X		X	X			X
X	X		X	X	X		X	X		X	X		X	X		X	X		X
X	X			X			X	X		X	X		X	X		X	X		X
X	X			X	X		X	X		X	X		X	X		X	X		X
X	X				X	X	X	X		X	X	X	X	X		X	X	X	X
X	X			X			X	X		X	X	X	X	X		X	X	X	X
X	X		X	X			X	X	X	X	X	X	X	X		X	X	X	X
X	X			X	X		X	X		X	X	X	X	X		X	X	X	X
X	X			X	X		X	X		X	X	X	X	X		X	X	X	X
X	X			X	X		X	X		X	X	X	X	X		X	X	X	X
X	X			X	X		X	X		X	X	X	X	X		X	X	X	X
x	x			x	x		x	x		x	x	x	x	x		x	x	x	x
X	X			X	X		X	X	X	X	X	X	X	X		X	X	X	X
X	X			X			X	X		X	X	X	X	X		X	X	X	X
X	X			X	X		X	X		X	X	X	X	X		X	X	X	X
X	X			X	X		X	X		X	X	X	X	X		X	X	X	X
X	X			X	X		X	X		X	X	X	X	X		X	X	X	X
X	X		X	X	X		X	X	X	X	X	X	X	X		X	X	X	X
X	X		X	X	X		X	X		X	X	X	X	X		X	X	X	X
X	X			X	X		X	X		X	X	X	X	X		X	X	X	X
X	X			X	X		X	X		X	X	X	X	X		X	X	X	X
x	x			x	x		x	x		x	x	x	x	x		x	x	x	x
X	X			X	X		X	X		X	X	X	X	X		X	X	X	X
x	x			x	x		x	x		x	x	x	x	x		x	x	x	x
X	X			X	X		X	X		X	X	X	X	X		X	X	X	X
x	x			x	x		x	x		x	x	x	x	x		x	x	x	x
x	x			x	x		x	x		x	x	x	x	x		x	x	x	x
x	x		X	X	X		x	x	x	x	x	x	x	x		x	x	x	x
X	X			X			X	X		X	X	X	X	X		X	X	X	X
x	x			x	x		x	x		x	x	x	x	x		x	x	x	x