CAEP Annual Reporting Measures ITP
Measure 2: Indicators of Teaching Effectiveness
Mid-Term and Final Evaluation of the Clinical Experience

Evidence Overview

Purpose of Assessment: Completed concurrent with the third and sixth observations, the purpose of the midterm and final evaluations is to provide summative reports of candidate progress through teaching. The assessment is used to verify that Wilmington University candidates can be recommended for licensure. This multilayered assessment's purpose is to provide evidence of candidate mastery of Planning and Preparation, Classroom Environment, and Instruction on six formal observations of teaching events. The distinguished student teacher

- **challenges students** and promotes student self-direction, accountability, and collaboration;
- **aligns lessons and assessments with the Curriculum Standards**;
- **creates lessons containing a significant variety** of activities, assignments, and/or resources;
- **connects learning goals across the curriculum and larger community;**
- **provides opportunities for guided and independent learning** with strategies demonstrating a **thorough understanding of child development and approaches to learning;**
- Integrates active learning to **encourage students' development of critical thinking and problem solving;**
- promotes a safe, engaging and **positive learning environment** for both individual and group learning;
- recognizes and adapts to specific implications for instruction and assessment based on student individual differences **and community, school, and classroom characteristics** that may affect learning in a diverse classroom;
- **communicates materials and uses technology/media to enhance lessons** where appropriate for objectives, activities and diverse learners;
- **assesses each of the learning goals** through the assessment plan and assessments are explicitly linked with the learning goals in content and cognitive complexity; and
- **displays an awareness of professional dispositions/ethics,** reflective of research on teaching, professional ethics, and resources for professional learning and growth.

Details of Assessment Administration: This assessment is completed collaboratively by the cooperating/mentor teacher(s) and university supervisor using evidence collected during the student teaching experience. Both evaluate the teacher candidate at the mid-term point, after the candidate has participated in three observations. The final evaluation follows the sixth observation. Mid- term and final three-way conferences with the teacher candidate provide a platform for constructive feedback. The assessment provides multiple pieces of evidence from the candidates' field experience and illustrates their professional skills in designing, assessing, and implementing lessons, as well as their ability to be a reflective practitioner.

Utilizing Charlotte Danielson's Framework for Teaching aligned to the InTASC standards, grounded in a constructivist view of teaching and learning, candidates demonstrate competency in this multi layered assessment. This proprietary rubric aligned to the Delaware Teacher Performance Evaluation (DPAS II) is used to comply with Delaware Administrative Code 290 – Approval of Educator Preparation Programs 3.5 Candidate Evaluation, which states:

3.5.1 Candidate Evaluation
3.5.1 Programs shall conduct an **annual evaluation** of each Candidate, which shall consist of a minimum of three (3) formally documented observations of Candidates, resulting in Candidates receiving **feedback about their practice**.
3.5.2 Observations and evaluations of Candidates shall be aligned to a Delaware State-approved educator evaluation system – **DPAS II** - and include measures of student progress.
3.5.3 Results of Candidate evaluations shall inform Program interaction with the Candidate, including **feedback, placement, remediation, or supports.**

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Candidates create a digital lesson plan using the *Wilmington University Teaching and Learning Roadmap*, facilitate the lesson in an authentic field experience, videotape and reflect on the teaching event, and complete a pre/post observation form and conference with the Mentor Teacher and University Supervisor. The University Supervisor in consultation with the Mentor Teacher reviews the lesson plan, provides feedback on the lesson plan, observes the teaching event, provides additional feedback based on the candidates' facilitation of the lesson and reflection on the videotaped lesson, scores the teaching event, and conducts a post lesson conference with the candidate. Candidates have access to evaluation guidelines and expectations throughout their program within the Clinical Handbook, Blackboard LMS, and the digital assessment system *Watermark - Taskstream*.

How is the evaluation used to measure candidate progress: Candidates who do not successfully demonstrate competency on the mid-term assessment by meeting the target with a score of **3.0 Basic,** conference with both the Mentor Teacher and Clinical Supervisor to develop strategies for improvement. The candidate is placed on an Improvement Plan adding additional teaching events to the student teaching experience. Once the Mentor Teacher and Clinical Supervisor feel the candidate has improved, and meets the 3.0 Basic Performance, the candidate may move forward. Should the candidate continue to perform below the 3.0 Basic threshold, the Program Chair will meet with all parties to determine a path forward and the candidate will be required to repeat student teaching. Candidates repeating student teaching are provided personalized supports based on the identified need of the candidate to master the competencies. Candidates who perform with a score below a 3.0 or Basic on the combined Final Evaluation and Dispositional Observation will not be recommended for licensure. A conference with the Director of Teacher Preparation, the Chair of Clinical Studies, the University Supervisor and the candidate will ensue. A recommendation to either repeat Student Teaching or graduate with an Education Studies degree (non-certification track) may be an option for the candidate depending on the circumstances.

The Evidence and Analysis

Directions delivered to the candidate: NOTE: This assessment is the same in all teacher preparation programs.

Utilizing DPAS II Component I, II and III rubrics, candidates will be formally evaluated on their effectiveness within the areas of Planning and Preparation, Classroom Environment and Instruction. Type of Submission – multi layer submission – creation of **Digital Lesson Plan,** completion of **Pre/Post Observation Form, Videotaped and Reflection of Teaching Event.**

1. Using the Wilmington University Teaching and Learning Roadmap found within the Lessons, Units and Rubrics Tool, the teacher candidate creates and submits a Lesson Plan, relevant artifacts/documents with the completed Pre-Observation section [below] of the Observation Form to the University Supervisor by **REQUESTING COMMENTS** at least one week prior to the implementation of the lesson. Candidates are required to utilize the Common Core Standards and the Next Generation Science Standards adopted by the state of Delaware in the lesson, as appropriate to the content of the lesson. Candidates must also document evidence of student learning by providing a detailed analysis after the teaching of the lesson citing research where appropriate.

   Section I Pre-Observation Form
   - Selecting Instructional Goals: Teacher selects instructional goals that are aligned with the Delaware content standards, Common Core Standards, and/or the district or charter school's curricula. Goals are appropriate for the learners and reflect high expectations for all students, consistent with State Assessment levels of performance where applicable. ***Candidates explain what their goals are for this lesson and how this lesson fits into the overall goals of the unit.***
   - Designing Coherent Instruction: Teacher plans for learning activities that align with the instructional goals and support student learning. Instructional planning shows a structure and selection of materials

and activities that support student learning relative to the district or charter school's curricula. *Candidates explain the rationale for the design of their lesson and instruction.*

— <u>Demonstrating Knowledge of Content and Pedagogy</u>: Teacher shows his or her knowledge of content and how to teach it to a variety of learners. The teacher's plans include natural connections among content areas that deepen student learning. The content that he or she teaches is aligned to the district or charter school's curricula. *Candidates describe how they will differentiate instruction to meet the learning needs of a variety of students, where they see the students struggling with the concepts of this lesson, and how they will address these struggles.*

— <u>Demonstrating Knowledge of Students</u>: Teacher shows his or her knowledge of student developmental characteristics; approaches to learning, knowledge, and skills; interests; cultural heritage; and, where applicable, State Assessment performance levels. *Candidates describe the students in their class in terms of ability, culture, and interests and explain how they use this knowledge when planning the lesson.*

— <u>Designing Student Assessments</u>: Teacher creates and/or selects assessments that are congruent with instructional goals, criteria, and standards. The teacher plans for the use of formative and summative assessments of the teacher's students. *Candidates explain how they will determine student progress toward lesson and/or unit goals.*

The University Supervisor will REVIEW the form/artifacts/documents and provide feedback during a pre-conference prior to the teaching of the lesson. Candidates take an active role in the pre-conference where they present and discuss relevant artifacts. Descriptive feedback is documented when the University Supervisor returns the items to the candidate via his/her Watermark - Taskstream account.

2. The candidate implements / teaches the Lesson and **VIDEOTAPES** the lesson. Once finished, the candidate completes the Post Observation lesson reflection section of the Observation Form and **SUBMITS** it along with an annotated **VIDEO** noting strengths and weaknesses to the University Supervisor.

Section II Post-Observation Form

Candidates reflect and comment on different aspects of their instruction for the lesson to determine to what extent the lesson was effective and what they might do differently to improve the lesson. Candidates respond to the following and share this information with both the University Supervisor and the Mentor Teacher during the post-conference.

— What aspects of your lesson were effective? Why or why not?
  - Instructional Strategies
  - Student Grouping
  - Student Centered Activities
  - Materials and Resources
  - Technology Integration
  - Assessment Plan/Methods
  - Classroom Management/Student Behavior
  - Student Engagement/Interest
— What would you do differently to improve the lesson?
— Was your instructional delivery effective? Why or why not?
— How many learned the information and how many did not learn the information that you taught? How do you know?
— What artifact(s) do you have as evidence of your results? Describe and attach to this submission.

3. The University Supervisor, after observing the lesson and consulting with the Mentor Teacher, will conference with the candidate and evaluate the lesson/teaching event utilizing the Evaluation Rubric in addition to providing detailed annotations on the videotaped lesson.

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Evaluation Instruments: Rubrics are based on the **Danielson Framework and are consistent with specific SPA standards as required for National Recognition**. The Elementary Programs are aligned to the Association for Childhood Education International (ACEI); Middle Level to the Association for Middle Level Education (AMLE); Special Education to the Council for Exceptional Children (CEC); Master of Arts: Secondary Teaching to the Interstate New Teacher Assessment and Support Consortium (InTASC) along with discipline specific standards to InTASC. An Expert Review was conducted on all rubrics by the Chair of the Office of Clinical Studies, the Chair of Technology, Assessment, and Compliance, and the Director of Teacher Preparation. Rubrics are aligned to InTASC and CAEP for a comparative analysis.

Bachelor of Science K-6 and Master of Education- Mid-Term and Final Evaluation
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	Unsatisfactory (1.0)	Emerging (2.0)	Basic (3.0)	Proficient (4.0)	Distinguished (5.0)
Selecting Instructional Goals CAEP 1.1, 1.4 InTASC 7	Goals are unsuitable for students, or not stated as instructional activities, and they do not permit viable methods of assessment. VALUE. SEQUENCE, AND ALIGNMENT - Outcomes represent no expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning. CLARITY - Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment. BALANCE - Outcomes reflect no type of learning and only no discipline or strand. DIVERSE LEARNERS - Outcomes are not suitable for the class or are not based on any assessment of student needs.	Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment. VALUE. SEQUENCE, AND ALIGNMENT - Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning. CLARITY - Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment. BALANCE - Outcomes reflect only one type of learning and only one discipline or strand. SUITABILITY FOR DIVERSE LEARNERS - Outcomes are not suitable for the class or are not based on any assessment of student needs.	Teacher's goals are of moderate value or suitability for students in the class consisting of a combination of goals and activities, some of which permit viable methods of assessment. VALUE. SEQUENCE, AND ALIGNMENT - Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning. CLARITY - Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment. BALANCE - Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. SUITABILITY FOR DIVERSE LEARNERS - Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment. VALUE. SEQUENCE, AND ALIGNMENT - Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning. CLARITY - All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment. BALANCE - Outcomes reflect several different types of learning and opportunities for coordination. SUITABILITY FOR DIVERSE LEARNERS - Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Teacher's goals reflect high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students and permit viable methods of assessment. VALUE. SEQUENCE, AND ALIGNMENT - All outcomes represent high expectation and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines. CLARITY - All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. BALANCE - Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration. SUITABILITY FOR DIVERSE LEARNERS - Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

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	Unsatisfactory (1.0)	Emerging (2.0)	Basic (3.0)	Proficient (4.0)	Distinguished (5.0)
Designing Coherent Instruction CAEP 1.1, 1.5 InTASC 7	There are no stated instructional goals to engage students in meaningful learning and the lesson or unit has no defined structure.	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning and the lesson or unit has no defined structure.	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.
	LEARNING ACTIVITIES - Learning activities are missing.	LEARNING ACTIVITIES - Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	LEARNING ACTIVITIES - Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	LEARNING ACTIVITIES - All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	LEARNING ACTIVITIES - Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
	INSTRUCTIONAL MATERIALS AND RESOURCES - Materials and resources are not suitable for students.	INSTRUCTIONAL MATERIALS AND RESOURCES - Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	INSTRUCTIONAL MATERIALS AND RESOURCES - Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	INSTRUCTIONAL MATERIALS AND RESOURCES - All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	INSTRUCTIONAL MATERIALS AND RESOURCES - All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
	INSTRUCTIONAL GROUPS - Instructional groups do not support the instructional outcomes and offer no variety.	INSTRUCTIONAL GROUPS - Instructional groups do not support the instructional outcomes and offer no variety.	INSTRUCTIONAL GROUPS - Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	INSTRUCTIONAL GROUPS - Instructional groups are varied as appropriate to the students and the different instructional outcomes.	INSTRUCTIONAL GROUPS - Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
	LESSON AND UNIT STRUCTURE - No clear structure or evidence of planning.	LESSON AND UNIT STRUCTURE - Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.	LESSON AND UNIT STRUCTURE - The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	LESSON AND UNIT STRUCTURE - The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	LESSON AND UNIT STRUCTURE - The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

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Demonstrating Knowledge of Content and Pedagogy CAEP 1.1, 1,4 InTASC 4, 5, 7	Teacher displays no understanding of the subject, or structure of the discipline, or of content-related pedagogy. KNOWLEDGE OF CONTENT AND THE STRUCTURE OF THE DISCIPLINE - In planning and practice, teacher makes numerous content errors or does not correct errors made by students. KNOWLEDGE OF PREREQUISITES - Teacher's plans and practice display no understanding of prerequisite relationships important to student learning of the content. KNOWLEDGE OF CONTENT-RELATED PEDAGOGY - Teacher displays no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher displays little understanding of the subject, or structure of the discipline, or of content-related pedagogy. KNOWLEDGE OF CONTENT AND THE STRUCTURE OF THE DISCIPLINE - In planning and practice, teacher makes content errors or does not correct errors made by students. KNOWLEDGE OF PREREQUISITES - Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. KNOWLEDGE OF CONTENT-RELATED PEDAGOGY - Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions. KNOWLEDGE OF CONTENT AND THE STRUCTURE OF THE DISCIPLINE - Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. KNOWLEDGE OF PREREQUISITES - Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. KNOWLEDGE OF CONTENT-RELATED PEDAGOGY - Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge. KNOWLEDGE OF CONTENT AND THE STRUCTURE OF THE DISCIPLINE - Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. KNOWLEDGE OF PREREQUISITES - Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. KNOWLEDGE OF CONTENT-RELATED PEDAGOGY - Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. KNOWLEDGE OF CONTENT AND THE STRUCTURE OF THE DISCIPLINE - Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. KNOWLEDGE OF PREREQUISITES - Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. KNOWLEDGE OF CONTENT-RELATED PEDAGOGY - Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

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Demonstrating Knowledge of Students CAEP 1.1, 1.4 InTASC 1. 2. 7	Teacher makes no attempt to acquire knowledge of students' backgrounds, skills, or interests and does not use such information in planning. KNOWLEDGE OF CHILD AND ADOLESCENT DEVELOPMENT - Teacher displays no knowledge of the developmental characteristics of the age group. KNOWLEDGE OF THE LEARNING PROCESS - Teacher sees no value in understanding how students. KNOWLEDGE OF STUDENTS' SKILLS, KNOWLEDGE, AND LANGUAGE PROFICIENCY - Teacher displays no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable. KNOWLEDGE OF STUDENTS' INTERESTS AND CULTURAL HERITAGE - Teacher displays no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests and does not use such information in planning. KNOWLEDGE OF CHILD AND ADOLESCENT DEVELOPMENT - Teacher displays little or no knowledge of the developmental characteristics of the age group. KNOWLEDGE OF THE LEARNING PROCESS - Teacher sees no value in understanding how students learn and does not seek such information. KNOWLEDGE OF STUDENTS' SKILLS, KNOWLEDGE, AND LANGUAGE PROFICIENCY - Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable. KNOWLEDGE OF STUDENTS' INTERESTS AND CULTURAL HERITAGE - Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable. KNOWLEDGE OF STUDENTS' SPECIAL NEEDS - Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is	Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests and attempts to use this knowledge in planning for the class as a whole. KNOWLEDGE OF CHILD AND ADOLESCENT DEVELOPMENT - Teacher displays partial knowledge of the developmental characteristics of the age group. KNOWLEDGE OF THE LEARNING PROCESS - Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated. KNOWLEDGE OF STUDENTS' SKILLS, KNOWLEDGE, AND LANGUAGE PROFICIENCY - Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole. KNOWLEDGE OF STUDENTS' INTERESTS AND CULTURAL HERITAGE - Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole. KNOWLEDGE OF STUDENTS' SPECIAL NEEDS - Teacher displays awareness of the importance of knowing students' special learning or medical needs but such knowledge may be incomplete or inaccurate.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses this knowledge to plan for groups of students. KNOWLEDGE OF CHILD AND ADOLESCENT DEVELOPMENT - Teacher displays accurate understanding of the typical developmental characteristics of the age group as well as exceptions to the general patterns. KNOWLEDGE OF THE LEARNING PROCESS - Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students. KNOWLEDGE OF STUDENTS' SKILLS, KNOWLEDGE, AND LANGUAGE PROFICIENCY - Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students. KNOWLEDGE OF STUDENTS' INTERESTS AND CULTURAL HERITAGE - Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students. KNOWLEDGE OF STUDENTS' SPECIAL NEEDS - Teacher is	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses this knowledge to plan for individual student learning. KNOWLEDGE OF CHILD AND ADOLESCENT DEVELOPMENT - In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general pattern. KNOWLEDGE OF THE LEARNING PROCESS - Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students. KNOWLEDGE OF STUDENTS' SKILLS, KNOWLEDGE, AND LANGUAGE PROFICIENCY - Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information. KNOWLEDGE OF STUDENTS' INTERESTS AND CULTURAL HERITAGE - Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students. KNOWLEDGE OF STUDENTS' SPECIAL NEEDS - Teacher possesses information about each student's learning and medical needs,

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	KNOWLEDGE OF STUDENTS' SPECIAL NEEDS - Teacher displays no understanding of students' special learning or medical needs or why such knowledge is important.	important.		aware of students' special learning and medical needs.	collecting such information from a variety of sources.
Designing Student Assessments CAEP 1.1, 1.2 InTASC 6, 7	Teacher's plan for assessing student learning contains no criteria or standards, is not aligned with the instructional outcomes, and is inappropriate to many students. The results of assessment have no impact on the design of future instruction. CONGRUENCE WITH INSTRUCTIONAL OUTCOME - No assessment procedures or instructional outcomes present. CRITERIA AND STANDARDS - No proposed approach is given or no criteria or standards. DESIGN OF FORMATIVE ASSESSMENTS - Teacher has no plan to incorporate formative assessment in the lesson or unit. USE OF PLANNING -	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction. CONGRUENCE WITH INSTRUCTIONAL OUTCOME - Assessment procedures are not congruent with instructional outcomes. CRITERIA AND STANDARDS - Proposed approach contains no criteria or standards. DESIGN OF FORMATIVE ASSESSMENTS - Teacher has no plan to incorporate formative assessment in the lesson or unit. USE OF PLANNING - Teacher has no plans to use assessment results in designing future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole. CONGRUENCE WITH INSTRUCTIONAL OUTCOME - Some of the instructional outcomes are assessed through the proposed approach, but many are not. CRITERIA AND STANDARDS - Assessment criteria and standards have been developed, but they are not clear. DESIGN OF FORMATIVE ASSESSMENTS - Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. USE OF PLANNING - Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of the students. Teacher intends to use assessment results to plan for future instruction for groups of students. CONGRUENCE WITH INSTRUCTIONAL OUTCOME - All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students. CRITERIA AND STANDARDS - Assessment criteria and standards are clear. DESIGN OF FORMATIVE ASSESSMENTS - Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used. USE OF PLANNING - Teacher plans to use assessment results	Teacher's plan for student assessment is fully aligned with the instructional outcomes and uses clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students. CONGRUENCE WITH INSTRUCTIONAL OUTCOME - Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students as needed. CRITERIA AND STANDARDS - Assessment criteria and standards are clear; there is evidence that the students contributed to their development. DESIGN OF FORMATIVE ASSESSMENTS - Approach to using formative assessment is well designed and includes student as well as teacher use of the

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	Teacher has no understanding of how to use assessment results in designing future instruction.			to plan for future instruction for groups of students.	assessment information. USE OF PLANNING - Teacher plans to use assessment results to plan for future instruction for individual students.
Managing Classroom Procedures CAEP 1.1 InTASC 3	Classroom routines and procedures are nonexistent resulting in the loss of much instruction time. MANAGEMENT OF INSTRUCTIONAL GROUPS - Students are not engaged in learning. MANAGEMENT OF TRANSITIONS - Transitions are chaotic, with no structure. MANAGEMENT OF MATERIALS AND SUPPLIES - No procedures are established for materials and supplies, resulting in significant loss of instructional time. PERFORMANCE OF NON-INSTRUCTIONAL DUTIES - Majority of instructional time is lost in performing non-instructional duties.	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time. MANAGEMENT OF INSTRUCTIONAL GROUPS - Students not working with the teacher are not productively engaged in learning. MANAGEMENT OF TRANSITIONS - Transitions are chaotic, with much time lost between activities or lesson segments. MANAGEMENT OF MATERIALS AND SUPPLIES - Materials and supplies are handled inefficiently, resulting in significant loss of instructional time. PERFORMANCE OF NON-INSTRUCTIONAL DUTIES - Considerable instructional time is lost in performing non-instructional duties.	Classroom routines and procedures have been established but function unevenly or inconsistently with some loss of instruction time. MANAGEMENT OF INSTRUCTIONAL GROUPS - Students in only some groups are productively engaged in learning while unsupervised by the teacher. MANAGEMENT OF TRANSITIONS - Only some transitions are efficient, resulting in some loss of instructional time. MANAGEMENT OF MATERIALS AND SUPPLIES - Routines for handling materials and supplies function moderately well, but with some loss of instructional time. PERFORMANCE OF NON-INSTRUCTIONAL DUTIES - Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time. MANAGEMENT OF INSTRUCTIONAL GROUPS - Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher. MANAGEMENT OF TRANSITIONS - Transitions occur smoothly, with little loss of instructional time. MANAGEMENT OF MATERIALS AND SUPPLIES - Routines for handling materials and supplies occur smoothly with little loss of instructional time. PERFORMANCE OF NON-INSTRUCTIONAL DUTIES - Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning. MANAGEMENT OF INSTRUCTIONAL GROUPS - Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity. MANAGEMENT OF TRANSITIONS - Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. MANAGEMENT OF MATERIALS AND SUPPLIES - Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation. PERFORMANCE OF NON-INSTRUCTIONAL DUTIES - Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.

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Mid-Term and Final Evaluation of the Clinical Experience

Bachelor of Science K-6 and Master of Education- Mid-Term and Final Evaluation Master of Education Special Education and Master of Arts Secondary Teaching- Final Evaluation					
	Unsatisfactory (1.0)	**Emerging (2.0)**	**Basic (3.0)**	**Proficient (4.0)**	**Distinguished (5.0)**
Managing Student Behavior CAEP 1.1 InTASC 3	No expectations for student behavior, or monitoring of student behavior, and no responses to student misbehavior. EXPECTATIONS - No standards of conduct have been established. MONITORING STUDENT BEHAVIOR - No monitoring of student behavior is occurring at all. RESPONSE TO STUDENT MISBEHAVIOR - Teacher is unaware of student misbehavior.	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate responses to student misbehavior. EXPECTATIONS - No standards of conduct appear to have been established, or students are confused as to what the standards are. MONITORING STUDENT BEHAVIOR - Student behavior is not monitored, and teacher is unaware of what the students are doing. RESPONSE TO STUDENT MISBEHAVIOR - Teacher does not respond to misbehavior or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful. EXPECTATIONS - Standards of conduct appear to have been established, and most students seem to understand them. MONITORING STUDENT BEHAVIOR - Teacher is generally aware of student behavior but may miss the activities of some students. RESPONSE TO STUDENT MISBEHAVIOR - Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students. EXPECTATIONS - Standards of conduct are clear to all students. MONITORING STUDENT BEHAVIOR - Teacher is alert to student behavior at all times. RESPONSE TO STUDENT MISBEHAVIOR - Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. EXPECTATIONS - Standards of conduct are clear to all students and appear to have been developed with student participation. MONITORING STUDENT BEHAVIOR - Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully. RESPONSE TO STUDENT MISBEHAVIOR - Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.
Creating an Environment to Support Learning CAEP 1.1 InTASC 3	The classroom has established culture for learning. TEACHER INTERACTION WITH STUDENTS - Teacher does not interact students. STUDENT INTERACTIONS WITH OTHER STUDENTS - Student interactions inappropriate for a learning environment.	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work. TEACHER INTERACTION WITH STUDENTS - Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by." TEACHER INTERACTION WITH STUDENTS - Teacher-student interactions are generally appropriate but may reflect	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of the teacher and students, high expectations for student achievement, and student pride in work. TEACHER INTERACTION WITH STUDENTS - Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject. TEACHER INTERACTION WITH STUDENTS - Teacher interactions with students reflect genuine respect and caring for individuals as well as

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	IMPORTANCE OF THE CONTENT - Teacher convey a negative attitude toward the content. EXPECTATIONS FOR LEARNING ACHIEVEMENT - No Instructional outcomes, activities and assignments, and classroom interactions are present. STUDENT PRIDE IN WORK - Students no pride in their work.	exhibit disrespect for the teacher. STUDENT INTERACTIONS WITH OTHER STUDENTS - Student interactions are characterized by conflict, sarcasm, or put-downs. IMPORTANCE OF THE CONTENT - Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others. EXPECTATIONS FOR LEARNING ACHIEVEMENT - Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students. STUDENT PRIDE IN WORK - Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher. STUDENT INTERACTIONS WITH OTHER STUDENTS - Students do not demonstrate disrespect for one another. IMPORTANCE OF THE CONTENT - Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students. EXPECTATIONS FOR LEARNING ACHIEVEMENT - Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement. STUDENT PRIDE IN WORK - Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	cultures of the students. Students exhibit respect for the teacher. STUDENT INTERACTIONS WITH OTHER STUDENTS - Student interactions are generally polite and respectful. IMPORTANCE OF THE CONTENT - Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value. EXPECTATIONS FOR LEARNING ACHIEVEMENT - Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for most students. STUDENT PRIDE IN WORK - Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	groups of students. Students appear to trust the teacher with sensitive information. STUDENT INTERACTIONS WITH OTHER STUDENTS - Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed. IMPORTANCE OF THE CONTENT - Students demonstrate, through their active participation, curiosity and taking initiative that they value the importance of the content. EXPECTATIONS FOR LEARNING ACHIEVEMENT - Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. STUDENT PRIDE IN WORK - Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.
Organizing Physical Space CAEP 1.1 InTASC 3	Teacher use of the physical environment, results in unsafe or inaccessible conditions for some students. SAFETY AND ACCESSIBILITY - The classroom is unsafe.	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students. SAFETY AND ACCESSIBILITY - The classroom is unsafe, or learning is not accessible to some students.	Teacher makes use of the existing space for essential learning for some students. SAFETY AND ACCESSIBILITY - The classroom is safe and at least essential learning is accessible to most students. ARRANGEMENT OF FURNITURE AND	Teacher makes optimal use of the existing space for essential learning for some students. SAFETY AND ACCESSIBILITY - The classroom is safe and learning is equally accessible to all students. ARRANGEMENT OF FURNITURE AND USE OF PHYSICAL SPACE -	Teacher makes optimal use of the existing space for essential learning for all students. It is evident that the teacher is aware of the physical environment's impact on learning. SAFETY AND ACCESSIBILITY - The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.

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	ARRANGEMENT OF FURNITURE AND USE OF PHYSICAL SPACE - The teacher makes no attempt to arrange furniture or physical space for learning activities.	ARRANGEMENT OF FURNITURE AND USE OF PHYSICAL SPACE - The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	USE OF PHYSICAL SPACE - Teacher uses physical resources adequately. The furniture may be adjusted for a lesson but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	ARRANGEMENT OF FURNITURE AND USE OF PHYSICAL SPACE - Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.
Engaging Students in Learning CAEP 1.1 InTASC 8 Content is appropriate, clear, and linked to student knowledge and experience. Content is aligned with the district or charter school's curricula. Activities and assignments engage all students. Instructional materials are suitable to the instructional goals. The instruction is coherent and paced appropriately for all students.	Students are not engaged in a learning environment as a result of poor representations of content, or lack of lesson. ACTIVITIES AND ASSIGNMENTS - Activities and assignments are absent lesson. GROUPING OF STUDENTS - No instructional grouping is performed. INSTRUCTIONAL MATERIALS AND RESOURCES - No instructional materials and resources prepared. STRUCTURE AND PACING OF THE LESSON - There is no lesson structure.	Students are not at all intellectually engaged in significant learning as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure. ACTIVITIES AND ASSIGNMENTS - Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them. GROUPING OF STUDENTS - Instructional groups are inappropriate to the students or to the instructional outcomes. INSTRUCTIONAL MATERIALS AND RESOURCES - Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally. STRUCTURE AND PACING OF THE LESSON - The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing. ACTIVITIES AND ASSIGNMENTS - Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged. GROUPING OF STUDENTS - Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson. INSTRUCTIONAL MATERIALS AND RESOURCES - Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them. STRUCTURE AND PACING OF THE LESSON - The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	Students are intellectually engaged throughout the lesson with appropriate activities and materials, instructive representations of content and suitable structure, and pacing of the lesson. ACTIVITIES AND ASSIGNMENTS - Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content. GROUPING OF STUDENTS - Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. INSTRUCTIONAL MATERIALS AND RESOURCES - Instructional materials and resources are suitable to the instructional purposes and engage students mentally. STRUCTURE AND PACING OF THE LESSON - The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure. ACTIVITIES AND ASSIGNMENTS - All students are cognitively engaged in the activities and assignments. Students initiate or adapt activities and projects to enhance their understanding. GROUPING OF STUDENTS - Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups. INSTRUCTIONAL MATERIALS AND RESOURCES - Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.

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Demonstrating Flexibility and Responsiveness CAEP 1.1 InTASC 8 The teacher has a repertoire of instructional strategies and makes use of them to make modifications to lessons as needed. The teacher differentiates instruction based on learner characteristics and achievement data.	Teacher is unaware of instruction plan and student feedback. LESSON ADJUSTMENT - Teacher is unaware of instructional plan, and makes no attempt to implement one. RESPONSE TO STUDENTS - Teacher ignores all students' questions or interests. PERSISTENCE - Teacher is unaware of student difficulty learning.	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand. LESSON ADJUSTMENT - Teacher adheres rigidly to an instructional plan, even when a change is clearly needed. RESPONSE TO STUDENTS - Teacher ignores or brushes aside students' questions or interests. PERSISTENCE - When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson and seeks to ensure the success of all students. LESSON ADJUSTMENT - Teacher attempts to adjust a lesson when needed, with only partially successful results. RESPONSE TO STUDENTS - Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted. PERSISTENCE - Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions. LESSON ADJUSTMENT - Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly. RESPONSE TO STUDENTS - Teacher successfully accommodates students' questions or interests. PERSISTENCE - Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students. LESSON ADJUSTMENT - Teacher successfully makes a major adjustment to a lesson when needed. RESPONSE TO STUDENTS - Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event. PERSISTENCE - Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.
Communicating Clearly and Accurately CAEP 1.1 InTASC 8 Verbal and written communication is clear and appropriate to students' age, background, and level of understanding.	Teacher's oral and written communication are missing or inappropriate to students. EXPECTATIONS FOR LEARNING - Teacher's purpose in a lesson or unit is not stated. DIRECTIONS AND PROCEDURES -Teacher makes no attempt to give students directions and/or procedures.	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. EXPECTATIONS FOR LEARNING - Teacher's purpose in a lesson or unit is unclear to students. DIRECTIONS AND PROCEDURES - Teacher's directions and procedures are confusing to students. EXPLANATIONS OF CONTENT - Teacher's explanation of the content is unclear or confusing	Teacher's oral and written communication contains no errors but may not be completely appropriate or may require further explanations to avoid confusion. EXPECTATIONS FOR LEARNING - Teacher attempts to explain the instructional purpose with limited success. DIRECTIONS AND PROCEDURES - Teacher's directions and procedures are clarified after initial student confusion. EXPLANATIONS OF CONTENT -	Teacher communicates clearly and accurately to students, both orally and in writing. EXPECTATIONS FOR LEARNING - Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. DIRECTIONS AND PROCEDURES - Teacher's directions and procedures are clear to students. EXPLANATIONS OF CONTENT - Teacher's explanation of content	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. EXPECTATIONS FOR LEARNING - Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests. DIRECTIONS AND PROCEDURES - Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.

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		or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	is appropriate and connects with students' knowledge and experience.	EXPLANATIONS OF CONTENT - Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
	EXPLANATIONS OF CONTENT - Teacher gives no explanation of the content.				
Using Questioning and Discussion Techniques CAEP 1.1, 1.4 InTASC 8 Questions are appropriate to the content and level of students' understanding. Teacher encourages students to pose their own questions and is responsive to student questions. Teacher facilitates student-led discussions.	Teacher makes no use of questioning and discussion techniques. QUALITY OF QUESTIONS - Teacher's unaware of questioning techniques, structure and quality. DISCUSSION TECHNIQUES - No interaction between teacher and students is attempted. STUDENT PARTICIPATION - No students participate in the discussion.	Teacher makes poor use of questioning and discussion techniques with low-level questions, limited student participation, and little true discussion. QUALITY OF QUESTIONS - Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. DISCUSSION TECHNIQUES - Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. STUDENT PARTICIPATION - A few students dominate the discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level questions, attempts at true discussion, and moderate student participation. QUALITY OF QUESTIONS - Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. DISCUSSION TECHNIQUES - Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results. STUDENT PARTICIPATION - Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by most students. QUALITY OF QUESTIONS - Most of the teacher's questions are of high quality. Adequate time is provided for students to respond. DISCUSSION TECHNIQUES - Teacher creates a genuine discussion among students, stepping aside when appropriate. STUDENT PARTICIPATION - Teacher successfully engages all students in the discussion.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion. Teacher employs cognitive coaching in questioning. QUALITY OF QUESTIONS - Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. Teacher employs cognitive coaching skills. DISCUSSION TECHNIQUES - Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. STUDENT PARTICIPATION - Students themselves ensure that all voices are heard in the discussion.

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Using Assessment in Instruction CAEP 1.1, 1.2, 1.4 InTASC 6, 8 The teacher makes criteria of the assessment know to students, monitors student progress, provides descriptive feedback, and promotes student self-assessment. The teacher uses student assessment data to plan future instruction.	Assessment is missing from lesson or unit. ASSESSMENT CRITERIA - No criteria or performance standards are stated. MONITORING OF STUDENT LEARNING - Teacher is unaware of curriculum. FEEDBACK TO STUDENTS - NO feedback to students is attempted. STUDENT SELF-ASSESSMENT AND MONITORING OF PROGRESS - No self-assessment or monitoring of progress is presented to students.	Assessment is used for the purpose of grading rather than informing instruction. Students are not aware of the assessment criteria; the teacher does not monitor progress of students, nor provide feedback to them. Students are not engaged in self-assessment. ASSESSMENT CRITERIA - Students are not aware of the criteria and performance standards by which their work will be evaluated. MONITORING OF STUDENT LEARNING - Teacher does not monitor student learning in the curriculum. FEEDBACK TO STUDENTS - Teacher's feedback to students is of poor quality and not provided in a timely manner. STUDENT SELF-ASSESSMENT AND MONITORING OF PROGRESS - Students do not engage in self-assessment or monitoring of progress.	Assessment is occasionally used to support instruction through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. Assessment is primarily summative, although formative and informal assessments are used occasionally. ASSESSMENT CRITERIA - Students know some of the criteria and performance standards by which their work will be evaluated. MONITORING OF STUDENT LEARNING - Teacher monitors the progress of the class as a whole but elicits no diagnostic information. FEEDBACK TO STUDENTS - Teacher's feedback to students is uneven, and its timeliness is inconsistent. STUDENT SELF-ASSESSMENT AND MONITORING OF PROGRESS - Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Assessment is regularly used during instruction through monitoring of progress of learning by teacher and/or students and through high quality feedback to students. Occasional formative assessment is used and students are aware of most summative assessment criteria. ASSESSMENT CRITERIA - Students are fully aware of the criteria and performance standards by which their work will be evaluated. MONITORING OF STUDENT LEARNING - Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information. FEEDBACK TO STUDENTS - Teacher's feedback to students is timely and of consistently high quality. STUDENT SELF-ASSESSMENT AND MONITORING OF PROGRESS - Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Assessment is used in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources. Formative assessment is used regularly and students are aware of summative assessment criteria. ASSESSMENT CRITERIA - Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. MONITORING OF STUDENT LEARNING - Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students. FEEDBACK TO STUDENTS - Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. STUDENT SELF-ASSESSMENT AND MONITORING OF PROGRESS - Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

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Communicating with Family CAEP 1.1 InTASC 10	The teacher provides no information to families and makes no effort to engage families in the instructional program. INFORMATION ABOUT THE INSTRUCTIONAL PROGRAM - The teacher provides families no information about the instructional program. INFORMATION ABOUT INDIVIDUAL STUDENTS - The teacher provides no information about individual students to families. ENGAGEMENT OF FAMILIES IN THE INSTRUCTIONAL PROGRAM - The teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	The teacher provides little or no information to families and makes no effort to engage families in the instructional program. INFORMATION ABOUT THE INSTRUCTIONAL PROGRAM - The teacher provides families little or no information about the instructional program. INFORMATION ABOUT INDIVIDUAL STUDENTS - The teacher provides minimal information about individual students to families, or the communication is inappropriate to the cultures of the families. The teacher does not respond, or responds insensitively, to family concerns about students. ENGAGEMENT OF FAMILIES IN THE INSTRUCTIONAL PROGRAM - The teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	The teacher complies with school procedures/policies for providing information to families and makes an effort to engage families in the instructional program. INFORMATION ABOUT THE INSTRUCTIONAL PROGRAM - The teacher participates in the school's activities for family communication but offers little additional information. INFORMATION ABOUT INDIVIDUAL STUDENTS - The teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms. ENGAGEMENT OF FAMILIES IN THE INSTRUCTIONAL PROGRAM - The teacher makes modest and partially successful attempts to engage families in the instructional program.	The teacher communicates frequently with families and successfully engages families in the instructional program. INFORMATION ABOUT THE INSTRUCTIONAL PROGRAM - The teacher provides frequent information to families, as appropriate, about the instructional program. INFORMATION ABOUT INDIVIDUAL STUDENTS - The teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns. ENGAGEMENT OF FAMILIES IN THE INSTRUCTIONAL PROGRAM - The teacher's efforts to engage families in the instructional program are frequent and successful.	The teacher communicates frequently with families; communication is sensitive to families' cultures and values. The teacher successfully engages families in the instructional program. Students participate in communication with families. INFORMATION ABOUT THE INSTRUCTIONAL PROGRAM - The teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families. INFORMATION ABOUT INDIVIDUAL STUDENTS - The teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity. ENGAGEMENT OF FAMILIES IN THE INSTRUCTIONAL PROGRAM - The teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

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Accessing and Managing Student Data CAEP 1.1, 1.2 InTASC 6	The teacher does not maintain and record any data. STUDENT COMPLETION OF ASSIGNMENTS - The teacher does not maintain any records of student assignments. STUDENT PROGRESS IN LEARNING - The teacher does not maintain any records of student progress. INSTRUCTIONAL RECORDS - The teacher does not maintain any non-instructional records.	The teacher does not maintain and record accurate data which results in errors and confusion. STUDENT COMPLETION OF ASSIGNMENTS - The teacher maintains inaccurate or incomplete student assignment records. STUDENT PROGRESS IN LEARNING - The teacher maintains inaccurate or incomplete records of student progress. INSTRUCTIONAL RECORDS - The teacher maintains inaccurate or incomplete non-instructional records.	The teacher maintains accurate data, but the teacher officially records data in a rudimentary and ineffective manner. STUDENT COMPLETION OF ASSIGNMENTS - The teacher maintains accurate student assignment records but record keeping is inefficient or confusing. STUDENT PROGRESS IN LEARNING - The teacher maintains accurate records of student progress but record keeping is inefficient or confusing. NON-INSTRUCTIONAL RECORDS - The teacher maintains accurate non-instructional records but record keeping is inefficient or confusing.	The teacher maintains and records accurate data in an efficient and effective manner. STUDENT COMPLETION OF ASSIGNMENTS - The teacher accurately and efficiently maintains student assignment records. STUDENT PROGRESS IN LEARNING - The teacher accurately and efficiently maintains records of student progress and records are accessible to students, when appropriate. NON-INSTRUCTIONAL RECORDS - The teacher accurately and efficiently maintains non-instructional records.	The teacher maintains and records accurate data in an efficient and effective manner. Data are always recorded in a timely manner and readily accessible for those who have permission to access them. STUDENT COMPLETION OF ASSIGNMENTS - The teacher accurately and efficiently maintains student assignment records. Data are always recorded in a timely manner and readily accessible for those who have permission to access them. STUDENT PROGRESS IN LEARNING - The teacher accurately and efficiently maintains records of student progress Students participate in maintaining these records, when appropriate. NON-INSTRUCTIONAL RECORDS - The teacher accurately and efficiently maintains non-instructional records. Data are always recorded in a timely manner and readily accessible for those who have permission to access them.

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Growing and Developing Professionally CAEP 1.1 InTASC 9	The teacher does not attend any professional development activities. ENHANCEMENT OF CONTENT KNOWLEDGE AND PEDAGOGICAL SKILLS - The teacher does not attend any professional development activities to enhance knowledge or skill. RECEPTIVITY TO FEEDBACK FROM COLLEAGUES - The teacher is unaware of feedback on teaching performance from either supervisors or more experienced colleagues. SERVICE TO THE PROFESSION - The teacher is unaware of collaboration or professional responsibilities.	The teacher does not participate in professional development activities even when such activities are clearly needed for the development of teaching skills. ENHANCEMENT OF CONTENT KNOWLEDGE AND PEDAGOGICAL SKILLS - The teacher engages in no professional development activities to enhance knowledge or skill. RECEPTIVITY TO FEEDBACK FROM COLLEAGUES - The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. SERVICE TO THE PROFESSION - The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher has limited participation or involvement in professional development activities. ENHANCEMENT OF CONTENT KNOWLEDGE AND PEDAGOGICAL SKILLS - The teacher has limited participation or involvement in professional development activities to enhance knowledge or skill. RECEPTIVITY TO FEEDBACK FROM COLLEAGUES - The teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. SERVICE TO THE PROFESSION - The teacher finds limited ways to contribute to the profession.	The teacher actively participates in professional development activities and contributes to the profession. ENHANCEMENT OF CONTENT KNOWLEDGE AND PEDAGOGICAL SKILLS - The teacher actively participates in professional development activities to enhance content knowledge and pedagogical skill. RECEPTIVITY TO FEEDBACK FROM COLLEAGUES - The teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. SERVICE TO THE PROFESSION - The teacher actively participates in assisting other educators.	The teacher makes a substantial contribution to the profession through activities such as action research and mentoring new teachers and actively pursues professional development. ENHANCEMENT OF CONTENT KNOWLEDGE AND PEDAGOGICAL SKILLS - The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill and makes a systematic effort to conduct action research. RECEPTIVITY TO FEEDBACK FROM COLLEAGUES - The teacher seeks out feedback on teaching from both supervisors and colleagues. SERVICE TO THE PROFESSION - The teacher initiates important activities to contribute to the profession.

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Bachelor of Science Grades 6-8 Clinical Evaluation Student Teaching/Internship Rubric- Mid-Term and Final Evaluation					
	Unsatisfactory 1.0	Emerging 2.0 AMLE Unacceptable	Basic 3.0 AMLE Acceptable	Proficient 4.0 AMLE Target	Distinguished 5.0
AMLE 1 Element a. Knowledge of Young Adolescent Development: Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. They use this understanding of the intellectual, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own. CAEP 1.1, 1.3, 1.4 InTASC 1, 2, 3	Middle level teacher candidate does not understand the importance of creating and maintaining safe learning environments that promote the development of young adolescents.	Middle level teacher candidate understands the importance of creating and maintaining safe learning environments that promote the development of young adolescents.	Middle level teacher candidate makes an effort in creating supportive learning environments that promote the healthy development of diverse populations of young adolescents.	Middle level teacher candidate creates and maintains safe and supportive learning environments that promote the healthy development of all young adolescents. They create dynamic environments that celebrate and incorporate the diversity found within student populations.	Candidate demonstrates a superior level in the application of knowledge and the implications of Young Adolescent Development for Middle Level Programs and Practices. Middle level teacher candidate creates and maintains safe and supportive learning environments that promote the healthy development of all young adolescents. They create dynamic environments that celebrate and incorporate the diversity found within student populations.
AMLE 1 Element b. Knowledge of the Implications of Diversity on Young Adolescent Development: Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents. They implement curriculum and instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents.	Middle level teacher candidate does not understand the importance of being knowledgeable about young adolescent development.	Middle level teacher candidate understands the importance of being knowledgeable about young adolescent development.	Middle level teacher candidate demonstrates his/her knowledge of the concepts, principles, theories and research about young adolescent development. The candidate minimally applies this knowledge in practice.	Middle level teacher candidate understands and accurately interpret the concepts, principles, theories and research about young adolescent development. Candidate uses this knowledge to deconstruct classroom events and other experiences, analyze how this information impacts student learning, and modify his/her teaching to reflect this new understanding.	Middle level teacher candidate demonstrates an exceptional level in understanding and accurately interpret the concepts, principles, theories and research about young adolescent development. Candidate uses this knowledge to deconstruct classroom events and other experiences, analyze how this information impacts student learning, and modify his/her teaching to reflect this new understanding.

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	Unsatisfactory 1.0	Emerging 2.0 AMLE Unacceptable	Basic 3.0 AMLE Acceptable	Proficient 4.0 AMLE Target	Distinguished 5.0
CAEP 1.1, 1.3, 1.4 InTASC 1, 2, 3					
AMLE 1 Element c. Implications of Young Adolescent Development for Middle Level Curriculum and Instruction: Middle level teacher candidates use their knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies. CAEP 1.1, 1.3, 1.4, 1.5 InTASC 5, 7, 8	Middle level teacher candidate does not understand the importance of using young adolescent development when selecting instructional strategies and making curricular decisions.	Middle level teacher candidate understands the importance of using young adolescent development when selecting instructional strategies and making curricular decisions.	Middle level teacher candidate makes an effort to assess the diverse developmental levels of students and minimally uses this information when selecting instructional strategies and making curricular decisions.	Middle level teacher candidate assesses the diverse developmental levels of students and uses this information effectively when selecting instructional strategies and making curricular decisions. Appropriate technology is included to support all learners. The candidate reflects on their decisions and revise their practice to enhance their teaching effectiveness and to increase student learning.	Candidate demonstrates a superior level in the application of knowledge and the implications of Young Adolescent Development for Middle Level Curriculum and Instruction. Middle level teacher candidate assesses the diverse developmental levels of students and uses this information effectively when selecting instructional strategies and making curricular decisions, including the purposeful integration of technology. The candidate reflects on their decisions and revise their practice to enhance

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Bachelor of Science Grades 6-8 Clinical Evaluation Student Teaching/Internship Rubric- Mid-Term and Final Evaluation					
	Unsatisfactory 1.0	Emerging 2.0 AMLE Unacceptable	Basic 3.0 AMLE Acceptable	Proficient 4.0 AMLE Target	Distinguished 5.0
					their teaching effectiveness and to increase student learning.
AMLE 1 Element d. Implications of Young Adolescent Development for Middle Level Programs and Practices: Middle level teacher candidates apply their knowledge of young adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments. They demonstrate their ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization and advisory programs. CAEP 1.1, 1.3, 1.4 InTASC 1, 2, 3	Middle level teacher candidate does not demonstrate awareness about the ways young adolescent development impacts school organizations and middle level programs and practices.	Middle level teacher candidates demonstrate awareness about the ways young adolescent development impacts school organizations and middle level programs and practices.	Middle level teacher candidate makes an effort to articulate and apply their understanding of the diversities of young adolescent development as they work successfully within middle level school organizations and engage in middle level programs and practices.	Middle level teacher candidate articulates and applies understanding of school organizations and the components of middle level programs and practices. The candidate uses this understanding to help ensure a successful schooling experience for all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). The candidate uses reflection to improve his/her ability to be successful in middle level programs and practices in a variety of school organizational patterns.	Candidate demonstrates a superior level the application of young adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments. Middle level teacher candidate articulates and applies understanding of school organizations and the components of middle level programs and practices. The candidate uses this understanding to help ensure a successful schooling experience for all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). The candidate uses reflection to improve his/her ability to be successful in middle level programs and practices in a variety of school organizational patterns.

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Bachelor of Science Grades 6-8 Clinical Evaluation Student Teaching/Internship Rubric- Mid-Term and Final Evaluation					
	Unsatisfactory 1.0	**Emerging 2.0 AMLE Unacceptable**	**Basic 3.0 AMLE Acceptable**	**Proficient 4.0 AMLE Target**	**Distinguished 5.0**
AMLE 2 Element a. Subject Matter Content Knowledge: Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, reading, social studies, health, physical education, and family and consumer science). They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects. CAEP 1.1, 1.2, 1.3 InTASC 4	Middle level teacher candidate does not demonstrate content knowledge in the subjects he/she teaches. Candidate does not pursue the acquisition of additional knowledge.	Middle level teacher candidate demonstrates limited content knowledge in the subjects they teach. He/she minimally pursues the acquisition of additional knowledge.	Middle level teacher candidate demonstrates depth and breadth of subject matter content knowledge in the subjects he/she teaches.	Middle level teacher candidate demonstrates depth and breadth of subject matter content knowledge in the subjects he/she teaches. Candidate demonstrates understanding of the complexities of the subject area disciplines, value continued learning, and seek the knowledge needed to improve the effectiveness of teaching for all young adolescents.	Middle level teacher candidate demonstrates an exceptional level in depth and breadth of subject matter content knowledge in the subjects he/she teaches. Candidate demonstrates understanding of the complexities of the subject area disciplines, value continued learning, and seek the knowledge needed to improve the effectiveness of teaching for all young adolescents.
AMLE 2 Element b. Middle Level Student Standards: Middle level teacher candidates use their knowledge of local, state, national, and common core standards to frame their teaching. They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive,\meaningful, and challenging curriculum for all young adolescents. CAEP 1.1, 1.2, 1.3 InTASC 4, 7	Middle level teacher candidate is not are aware of state, national, and common core standards for student learning.	Middle level teacher candidate is aware of state, national, and common core standards for student learning.	Middle level teacher candidate demonstrates his/her knowledge of state, national, and common core middle level curriculum standards for student learning.	Middle level teacher candidate demonstrates knowledge of state, national, and common core middle level curriculum standards for student learning. Candidate deconstructs the standards to better understand their intent and their effects on all young adolescents. Candidate aligns instructional goals and student assessments with these standards.	Middle level teacher candidate demonstrates a superior knowledge of state, national, and common core middle level curriculum standards for student learning. Candidate deconstructs the standards to better understand their intent and their effects on all young adolescents. Candidate aligns instructional goals and student assessments with these standards.

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Bachelor of Science Grades 6-8 Clinical Evaluation Student Teaching/Internship Rubric- Mid-Term and Final Evaluation					
	Unsatisfactory 1.0	Emerging 2.0 AMLE Unacceptable	Basic 3.0 AMLE Acceptable	Proficient 4.0 AMLE Target	Distinguished 5.0
AMLE 2 Element c. Interdisciplinary Nature of Knowledge: Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum. They provide learning opportunities that enhance information literacy (e.g., critical thinking, problem solving, evaluation of information gained) in their specialty fields (e.g., mathematics, social studies, health). CAEP 1.1, 1.3 InTASC 4, 5, 8	Middle level teacher candidate does not recognize the importance of the interdisciplinary nature of knowledge.	Middle level teacher candidate recognizes the importance of the interdisciplinary nature of knowledge.	Middle level teacher candidate demonstrates a basic understanding of the interdisciplinary and integrated nature of knowledge and teach in ways that enable young adolescents to make connections among subject areas, their interests, and experiences.	Middle level teacher candidate demonstrates an understanding of the interdisciplinary and integrated nature of knowledge. Candidate provides credible evidence that all his/her students make authentic and meaningful connections among subject areas, and their interests and experiences.	Middle level teacher candidate demonstrates an exceptional understanding of the interdisciplinary and integrated nature of knowledge. Candidate provides credible evidence that all his/her students make authentic and meaningful connections among subject areas, and their interests and experiences.
AMLE 3 Element a. Middle Level Philosophical Foundations: Middle level teacher candidates demonstrate an understanding of the philosophical foundations of developmentally responsive middle level programs and schools. CAEP 1.1, 1.3 InTASC 3	Middle level teacher candidate does not recognize the importance of the philosophical and historical foundations of developmentally responsive middle level programs and schools.	Middle level teacher candidate recognizes the importance of the philosophical and historical foundations of developmentally responsive middle level programs and schools.	Middle level teacher candidate demonstrates a basic understanding of the knowledge base underlying the philosophical and historical foundations of developmentally responsive middle level education practice.	Middle level teacher candidate advocates for and provides leadership in the authentic implementation of middle school programs and practices, understanding that these may occur in a variety of organizational patterns that enroll young adolescents (e.g., grade 6-8, K-8, 7-12).	Middle level teacher candidate demonstrates a superior level of commitment in the advocacy for and provides leadership in the authentic implementation of middle school programs and practices, understanding that these may occur in a variety of organizational patterns that enroll young adolescents (e.g., grade 6-8, K-8, 7-12).

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	Unsatisfactory 1.0	Emerging 2.0 AMLE Unacceptable	Basic 3.0 AMLE Acceptable	Proficient 4.0 AMLE Target	Distinguished 5.0
AMLE 3 Element b. Middle Level Organization and Best Practices: Middle level teacher candidates utilize their knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They demonstrate their ability to apply this knowledge and to function successfully within a variety of school organizational settings (e.g., grades K-8, 6-8, and 7-12). Middle level teacher candidates perform successfully in middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time. CAEP 1.1, 1.3 InTASC 3	Middle level teacher candidate cannot describe developmentally responsive practices.	Middle level teacher candidate can describe developmentally responsive practices.	Middle level teacher candidate articulates, to a degree, the rationale for developmentally responsive and socially equitable practices, and uses this knowledge within the context of the school setting.	Middle level teacher candidate articulates the rationale for developmentally responsive and socially equitable practices, and uses this knowledge to foster healthy adolescent development within their practice. Candidate assesses the effectiveness of middle level components within the school context and share that knowledge when appropriate.	Middle level teacher candidate demonstrates a superior level in articulating the rationale for developmentally responsive and socially equitable practices, and uses this knowledge to foster healthy adolescent development within their practice. Candidate assesses the effectiveness of middle level components within the school context and share that knowledge when appropriate.
AMLE 4 Element a. Content Pedagogy: Middle level teacher candidates use their knowledge of instruction and assessment	Middle level teacher candidate cannot articulate a variety of content specific teaching and	Middle level teacher candidate can articulate a variety of content specific teaching and assessment	Middle level teacher candidate demonstrates, to a degree, his/her knowledge of content specific teaching and assessment strategies	Middle level teacher candidate demonstrates knowledge of content specific teaching and assessment strategies, use a wide variety of them in	Middle level teacher candidate demonstrates exceptional knowledge of content specific teaching and assessment strategies use a wide variety

Bachelor of Science Grades 6-8 Clinical Evaluation Student Teaching/Internship Rubric- Mid-Term and Final Evaluation					
	Unsatisfactory 1.0	Emerging 2.0 AMLE Unacceptable	Basic 3.0 AMLE Acceptable	Proficient 4.0 AMLE Target	Distinguished 5.0
strategies that are especially effective in the subjects they teach. CAEP 1.1, 1.2, 1.3 InTASC 6, 8	assessment strategies.	strategies.	by using them successfully in their teaching.	teaching, and modifying their use based on the unique learning needs of their students.	of them in teaching, and modifying their use based on the unique learning needs of their students.
AMLE 4 Element b. Middle Level Instructional Strategies: Middle level teacher candidates employ a wide variety of effective teaching, learning, and assessment strategies. They use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. They use instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). CAEP 1.1, 1.2, 1.3 InTASC 6, 8	Middle level teacher candidate does not understand the importance of creating learning experiences that are developmentally responsive and that engage young adolescents.	Middle level teacher candidate understands the importance of creating learning experiences that are developmentally responsive and that engage young adolescents.	Middle level teacher candidate creates, to a degree, challenging, culturally sensitive, and developmentally responsive learning experiences that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained).	In collaboration with students, colleagues, and other stakeholders, middle level teacher candidate creates challenging, culturally sensitive, and developmentally responsive learning experiences that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained).	In collaboration with students, colleagues, and other stakeholders, middle level teacher candidate demonstrates an exceptional ability in creating challenging, culturally sensitive, and developmentally responsive learning experiences that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained).
AMLE 4 Element c. Middle Level Assessment and Data-informed Instruction: Middle level teacher candidates develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by assessing prior	Middle level teacher candidate does not recognize the importance of formative and summative assessment in effective instruction.	Middle level teacher candidate recognizes the importance of formative and summative assessment in effective instruction.	Middle level teacher candidate understands, to a degree, the multiple roles of assessment and use this knowledge to create formative and summative tools. Candidate understands the value in using assessment data to inform instruction (e.g.,	Middle level teacher candidate collaborates with students and colleagues to select and create a wide variety of formative and summative assessments. Candidate analyzes the data to evaluate his/her practice and inform instruction (e.g., adjust pace, differentiate for individuals, create meaningful	Middle level teacher candidate demonstrates a superior commitment in collaborating with students and colleagues to select and create a wide variety of formative and summative assessments. Candidate analyzes the data to evaluate his/her practice and inform

Bachelor of Science Grades 6-8 Clinical Evaluation Student Teaching/Internship Rubric- Mid-Term and Final Evaluation					
	Unsatisfactory 1.0	Emerging 2.0 AMLE Unacceptable	Basic 3.0 AMLE Acceptable	Proficient 4.0 AMLE Target	Distinguished 5.0
learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained. CAEP 1.1, 1.2, 1.3 InTASC 6, 8			adjust pace, differentiate for individuals, create meaningful learning experiences, and implement effective lessons).	learning experiences, and implement effective lessons).	instruction (e.g., adjust pace, differentiate for individuals, create meaningful learning experiences, and implement effective lessons).
AMLE 4 Element d. Young Adolescent Motivation: Middle level teacher candidates demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, and contemporary media). They establish equitable, caring, and productive learning environments for all young adolescents.	Middle level teacher candidate does not understand the importance of establishing a productive learning environment.	Middle level teacher candidate understands the importance of establishing a productive learning environment.	Middle level teacher candidate demonstrates, to a degree, the ability to increase student motivation for learning by establishing productive learning environments for all young adolescents (e.g., one that is equitable, inclusive, and caring; that employs research- based methodologies; fosters trusting relationships; sets rigorous academic expectations; and includes the skilled use of technology).	Middle level teacher candidate collaborates with colleagues, family members, and others to increase motivation to learn among all young adolescents. Candidate emphasizes intrinsic and extrinsic student motivation by establishing productive learning environments for all students (e.g., one that is equitable, inclusive, and caring; that employs research- based methodologies; fosters trusting relationships; sets rigorous academic expectations; and includes the skilled use of technology).	Middle level teacher candidate demonstrates a superior commitment in collaborating with colleagues, family members, and others to increase motivation to learn among all young adolescents. Candidate emphasizes intrinsic and extrinsic student motivation by establishing productive learning environments for all students (e.g., one that is equitable, inclusive, and caring; that employs research- based methodologies; fosters trusting relationships; sets rigorous academic

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	Unsatisfactory 1.0	Emerging 2.0 AMLE Unacceptable	Basic 3.0 AMLE Acceptable	Proficient 4.0 AMLE Target	Distinguished 5.0
CAEP 1.1, 1.3, 1.4 InTASC 3, 5, 7, 8					expectations; and includes the skilled use of technology).
AMLE 5 Element a. Professional Roles of Middle Level Teachers: Middle level teacher candidates understand, reflect on, and are successful in their unique roles as middle level professionals (e.g., members of teaching teams and advisors to young adolescents). CAEP 1.1, 1.3 InTASC 9, 10	Middle level teacher candidate does not recognize the importance of professional development opportunities.	Middle level teacher candidate recognizes the importance of professional development opportunities.	Middle level teacher candidate engages in professional development opportunities that extend their knowledge and skills.	Middle level teacher candidate self- assesses his/her professional development needs and take initiatives to seek out and participate in opportunities that address them.	Middle level teacher candidate demonstrates an exceptional level in self-assessing their professional development needs and take initiatives to seek out and participate in opportunities that address them.
AMLE 5 Element b. Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices: Middle level teacher candidates serve as advocates for all young adolescents and for developmentally responsive schooling practices. They are informed advocates for effective middle level educational practices and policies, and use their professional leadership responsibilities to create equitable opportunities for all young adolescents in order to maximize their students' learning. CAEP 1.1, 1.3 InTASC 9, 10	Middle level teacher candidate does not recognize the importance of advocating for young adolescents and middle level education.	Middle level teacher candidate recognizes the importance of advocating for young adolescents and middle level education.	Middle level teacher candidate advocates for young adolescents and middle level education (e.g., school personnel and family members).	Middle level teacher candidate demonstrates knowledge of advocacy theories and skills. Candidate advocates for young adolescents and middle level education in a variety of settings (e.g., school, community, youth-serving organizations, legislative bodies, policy makers).	Middle level teacher candidate demonstrates an exceptional level of knowledge of advocacy theories and skills. Candidate advocates for young adolescents and middle level education in a variety of settings (e.g., school, community, youth-serving organizations, legislative bodies, policy makers).

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Bachelor of Science Grades 6-8 Clinical Evaluation Student Teaching/Internship Rubric- Mid-Term and Final Evaluation					
	Unsatisfactory 1.0	Emerging 2.0 AMLE Unacceptable	Basic 3.0 AMLE Acceptable	Proficient 4.0 AMLE Target	Distinguished 5.0
AMLE 5 Element c. Working with Family Members and Community Involvement: Middle level teacher candidates understand and value the ways diverse family structures and cultural backgrounds influence and enrich learning. They communicate and collaborate with all family members and community partners, and participate in school and community activities. They engage in practices that build positive, collaborative relationships with families from diverse cultures and backgrounds (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). CAEP 1.1, 1.3 InTASC 10	Middle level teacher candidate does not recognize the importance of working with family and community members.	Middle level teacher candidate recognizes the importance of working with family and community members.	Middle level teacher candidate can articulate the knowledge base related to working collaboratively with family and community members. Candidate communicates with parents and community members to improve education for all young adolescents.	Middle level teacher candidate values family diversity and cultural backgrounds and capitalize on those assets in his/her teaching. Candidate initiates collaboration with parents and community members to improve education and to promote the well-being of all young adolescents.	Middle level teacher candidate demonstrates an exceptional level in understanding the value of family diversity and cultural backgrounds and capitalize on those assets in his/her teaching. Candidate initiates collaboration with parents and community members to improve education and to promote the well- being of all young adolescents.
AMLE 5 Element d. Dispositions and Professional Behaviors: Middle level teacher candidates demonstrate positive orientations toward teaching young adolescents and model high standards of ethical	Middle level teacher candidates cannot articulate the importance of ethical behavior and professional competence.	Middle level teacher candidate can articulate the importance of ethical behavior and professional competence.	Middle level teacher candidate demonstrates appropriate ethical behaviors and professional competence. Candidate recognizes the impact of his/her behaviors on young adolescents.	Middle level teacher candidate understands the impact he/she has on young adolescents and colleagues. Candidate takes responsibility for modeling appropriate ethical behaviors and high levels of professional competence.	Middle level teacher candidate demonstrates an exceptional level in understanding the impact he/she has on young adolescents and colleagues. Candidate takes responsibility for modeling appropriate ethical behaviors

M Bachelor of Science Grades 6-8 Clinical Evaluation Student Teaching/Internship Rubric- Mid-Term and Final Evaluation					
	Unsatisfactory 1.0	Emerging 2.0 AMLE Unacceptable	Basic 3.0 AMLE Acceptable	Proficient 4.0 AMLE Target	Distinguished 5.0
behavior and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching. CAEP 1.1, 1.3, 1.4 InTASC 9					and high levels of professional competence.

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Master of Education Special Education and Master of Arts Secondary Teaching Clinical Evaluation Student Teaching/Internship Rubric- Mid-Term Evaluation					
	1-Unsatisfactory	2-Emerging	3-Basic	4-Proficient	5-Distinguished
Planning and Preparation CAEP 1.1, 1.4 InTASC 7	The Intern has not demonstrated an understanding of the component nor an ability to implement it. Not ready for full responsibility. An improvement plan is required for continuation of the field placement.	The Intern appears to understand the theory behind all components and is beginning to implement its elements intermittently. Not ready for full responsibility, but may assume limited responsibility under close supervision.	The Intern is implementing the elements of the component on a relatively consistent basis. Potential for proficiency is evident. Improvement is likely with experience. Ready to assume full responsibility with normal supervision.	The Intern clearly understands the component and implements it well. Ready to assume full responsibility with periodic supervision.	(This rating is rarely assigned during student teaching.) A distinguished rating reflects mastery of the component at a level equal to that of experienced, professional practitioners.
The Classroom Environment CAEP 1.1 InTASC 3	The Intern has not demonstrated an understanding of the component nor an ability to implement it. Not ready for full responsibility. An improvement plan is required for continuation of the field placement.	The Intern appears to understand the theory behind all components and is beginning to implement its elements intermittently. Not ready for full responsibility, but may assume limited responsibility under close supervision.	The Intern is implementing the elements of the component on a relatively consistent basis. Potential for proficiency is evident. Improvement is likely with experience. Ready to assume full responsibility with normal supervision.	The Intern clearly understands the component and implements it well. Ready to assume full responsibility with periodic supervision.	(This rating is rarely assigned during student teaching.) A distinguished rating reflects mastery of the component at a level equal to that of experienced, professional practitioners.
Instruction CAEP 1.1, 1.2, 1.4, 1. 5 InTASC 8	The Intern has not demonstrated an understanding of the component nor an ability to implement it. Not ready for full responsibility. An improvement plan is required for continuation of the field placement.	The Intern appears to understand the theory behind all components and is beginning to implement its elements intermittently. Not ready for full responsibility, but may assume limited responsibility under close supervision.	The Intern is implementing the elements of the component on a relatively consistent basis. Potential for proficiency is evident. Improvement is likely with experience. Ready to assume full responsibility with normal supervision.	The Intern clearly understands the component and implements it well. Ready to assume full responsibility with periodic supervision.	(This rating is rarely assigned during student teaching.) A distinguished rating reflects mastery of the component at a level equal to that of experienced, professional practitioners.
Professional Dispositions and Responsibilities CAEP 1.1 InTASC 9, 10	The Intern has not demonstrated an understanding of the component nor an ability to implement it. Not ready for full responsibility. An improvement plan is required for continuation of the field placement.	The Intern appears to understand the theory behind all components and is beginning to implement its elements intermittently. Not ready for full responsibility, but may assume limited responsibility under close supervision.	The Intern is implementing the elements of the component on a relatively consistent basis. Potential for proficiency is evident. Improvement is likely with experience. Ready to assume full responsibility with normal supervision.	The Intern clearly understands the component and implements it well. Ready to assume full responsibility with periodic supervision.	(This rating is rarely assigned during student teaching.) A distinguished rating reflects mastery of the component at a level equal to that of experienced, professional practitioners.

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Table 1
Mid-Term and Final Evaluation of Student Teaching
Overall Mean Scores
All Teacher Preparation Programs (Fall 2019, Spring 2020, Fall 2020)

Mid-Term Evaluation Fall 2019 Overall Mean					Final Evaluation Fall 2019 Overall Mean					Mid-Term Evaluation Spring 2020 Overall Mean					Final Evaluation Spring 2020 Overall Mean					Mid-Term Evaluation Fall 2020 Overall Mean					Final Evaluation Fall 2020 Overall Mean				
BS K-6 N=24	BS 6-8 N=0	MEE N=7	MAT N=3	MSE N=1	BS K-6 N=10	BS 6-8 N=0	MEE N=6	MAT N=3	MSE N=0	BS K-6 N=34	BS 6-8 N=5	MEE N=9	MAT N=6	MSE N=3	BS K-6 N=35	BS 6-8 N=5	MEE N=10	MAT N=6	MSE N=3	BS K-6 N=26	BS 6-8 N=6	MEE N=3	MAT N=3	MSE N=4	BS K-6 N=21	BS 6-8 N=4	MEE N=3	MAT N=3	MSE N=4
3.82	N/A	3.64	3.75	2.75	4.12	N/A	4.15	4.42	N/A	3.78	3.76	3.88	3.79	4.25	4.21	4.19	4.28	3.89	4.37	4.08	4.16	4.33	2.83	4.38	4.40	4.01	4.55	3.61	4.87

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Following is disaggregated data by program for both the Mid-term and Final Evaluation.

MID-TERM EVALUATION Data Table(s) 3 continuous cycles (Fall 2019, Spring 2020, Fall 2020):

Data Table 2 - Bachelor of Science K-6 – Mid-Term Evaluation					
CAEP	**InTASC**	**Rubric Criteria**	**Fall 2019 N=24**	**Spring 2020 N=34**	**Fall 2020 N=26**
1.1, 1.4	7	Selecting Instructional Goals	3.83	3.79	4.04
1.1, 1.5	7	Designing Coherent Instruction	3.83	3.88	4.04
1.1, 1.4	4, 5, 7	Demonstrating Knowledge of Content and Pedagogy	3.58	3.62	3.88
1.1, 1.4	1, 2, 7	Demonstrating Knowledge of Students	4.08	4.12	4.23
1.1, 1.2	6, 7	Designing Student Assessments	3.79	3.62	3.81
1.1, 1.3	3	Managing Classroom Procedures	3.92	3.82	4.23
1.1	3	Managing Student Behavior	3.79	3.82	4.15
1.1	3	Creating an Environment to Support Learning	3.96	4.00	4.27
1.1	3	Organizing Physical Space	4.29	4.09	4.46
1.1	8	Engaging Student in Learning	3.88	3.65	3.88

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Data Table 2 - Bachelor of Science K-6 – Mid-Term Evaluation					
CAEP	**InTASC**	**Rubric Criteria**	**Fall 2019 N=24**	**Spring 2020 N=34**	**Fall 2020 N=26**
1.1	8	Demonstrating Flexibility and Responsiveness	3.71	3.76	4.31
1.1	8	Communicating Clearly and Accurately	3.83	3.91	4.27
1.1, 1.4	8	Using Questioning and Discussion Techniques	3.58	3.47	3.69
1.1, 1.2, 1.4	6, 8	Using Assessment in Instruction	3.71	3.59	3.77
1.1	10	Communicating with Family	3.58	3.56	4.12
1.1, 1.2	6	Accessing and Managing Student Data	3.79	3.71	4.15
1.1	9	Growing and Developing Professionally	4.00	3.91	4.12
		Mean of 16 Criterion	**3.82**	**3.78**	**4.08**

Data Table 3 - Bachelor of Science 6-8 – Mid-Term Evaluation					
CAEP	**InTASC**	**Rubric Criteria**	**Fall 2019 N=0**	**Spring 2020 N=5**	**Fall 2020 N=6**
1.1, 1.3, 1.4	1, 2, 3	AMLE 1 Element a. Knowledge of Young Adolescent Development: Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. They use this understanding of the intellectual, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own. DPAS II Classroom Management	N/A	3.6	4.17
1.1, 1.3, 1.4	1, 2, 3	AMLE 1 Element b. Knowledge of the Implications of Diversity on Young Adolescent Development: Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents. They implement curriculum and instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents. DPAS II Instruction	N/A	3.8	4.33
1.1, 1.3, 1.4, 1.5	5, 7, 8	AMLE 1 Element c. Implications of Young Adolescent Development for Middle Level Curriculum and Instruction. Middle level teacher candidates use their knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies. DPAS II Planning and Preparation	N/A	3.8	4.5
1.1, 1.3, 1.4	1, 2, 3	AMLE 1 Element d. Implications of Young Adolescent Development for Middle Level Programs and Practices: Middle level teacher candidates apply their knowledge of young adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments. They demonstrate their ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization and advisory programs.	N/A	3.8	4.17
1.1, 1.2, 1.3	4	AMLE 2 Element a. Subject Matter Content Knowledge: Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, reading, social studies, health, physical education, and family and consumer science). They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects. DPAS II Planning and Preparation	N/A	3.8	4.67
1.1, 1.2, 1.3	4, 7	AMLE 2 Element b. Middle Level Student Standards: Middle level teacher candidates use their knowledge of local, state, national, and common core standards to frame their teaching. They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents.	N/A	3.6	3.83
1.1, 1.3	4, 5, 8	AMLE 2 Element c. Interdisciplinary Nature of Knowledge: Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum. They provide learning opportunities that enhance information literacy (e.g., critical thinking, problem solving, evaluation of information gained) in their specialty fields (e.g., mathematics, social studies, health).	N/A	3.8	4.17
1.1, 1.3	3	AMLE 3 Element a. Middle Level Philosophical Foundations: Middle level teacher candidates demonstrate an understanding of the philosophical foundations of developmentally responsive middle level programs and schools.	N/A	3.6	4.17
1.1, 1.3	3	AMLE 3 Element b. Middle Level Organization and Best Practices: Middle level teacher candidates utilize their knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They demonstrate their ability to apply this knowledge and to function successfully within a variety of school organizational settings (e.g., grades K-8, 6-8, and 7-	N/A	4.0	4.17

3.8

CAEP	InTASC	Rubric Criteria	Fall 2019 N=0	Spring 2020 N=5	Fall 2020 N=6
**Data Table 3 - Bachelor of Science 6-8 – Mid-Term Evaluation**				
		12). Middle level teacher candidates perform successfully in middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time. DPAS II Professional Responsibilities			
1.1, 1.2, 1.3	6, 8	AMLE 4 Element a. Content Pedagogy: Middle level teacher candidates use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach. DPAS II Student Improvement	N/A	3.8	4.0
1.1, 1.2, 1.3	6, 8	AMLE 4 Element b. Middle Level Instructional Strategies: Middle level teacher candidates employ a wide variety of effective teaching, learning, and assessment strategies. They use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. They use instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).	N/A	4.0	4.0
1.1, 1.2, 1.3	6, 8	AMLE 4 Element c. Middle Level Assessment and Data-informed Instruction: Middle level teacher candidates develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained. DPAS II Student Improvement	N/A	3.8	4.5
1.1, 1.4, 1.3	3, 5, 7, 8	AMLE 4 Element d. Young Adolescent Motivation: Middle level teacher candidates demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, and contemporary media). They establish equitable, caring, and productive learning environments for all young adolescents.	N/A	3.8	4.17
1.1, 1.3	9, 10	AMLE 5 Element a. Professional Roles of Middle Level Teachers: Middle level teacher candidates understand, reflect on, and are successful in their unique roles as middle level professionals (e.g., members of teaching teams and advisors to young adolescents). DPAS II Professional Responsibilities	N/A	3.8	4.33
1.1, 1.3	9, 10	AMLE 5 Element b. Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices: Middle level teacher candidates serve as advocates for all young adolescents and for developmentally responsive schooling practices. They are informed advocates for effective middle level educational practices and policies, and use their professional leadership responsibilities to create equitable opportunities for all young adolescents in order to maximize their students' learning.	N/A	3.6	3.67
1.1, 1.3	10	AMLE 5 Element c. Working with Family Members and Community Involvement: Middle level teacher candidates understand and value the ways diverse family structures and cultural backgrounds influence and enrich learning. They communicate and collaborate with all family members and community partners, and participate in school and community activities. They engage in practices that build positive, collaborative relationships with families from diverse cultures and backgrounds (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).	N/A	3.4	3.67
1.1, 1.3, 1.4	9	AMLE 5 Element d. Dispositions and Professional Behaviors: Middle level teacher candidates demonstrate positive orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching. DPAS II Professional Responsibilities	N/A	4.0	4.17
		Mean of 17 Criterion	**N/A**	**3.76**	**4.16**

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		Data Table 4 - Master of Education: Elementary Studies – Mid-Term Evaluation			
CAEP	**InTASC**	**Rubric Criteria**	**Fall 2019 N=7**	**Spring 2020 N=9**	**Fall 2020 N=3**
1.1, 1.4	7	Selecting Instructional Goals	3.57	4.00	4.33
1.1, 1.5	7	Designing Coherent Instruction	3.57	3.78	4.00
1.1, 1.4	4, 5, 7	Demonstrating Knowledge of Content and Pedagogy	3.43	4.11	4.00
1.1, 1,4	1, 2, 7	Demonstrating Knowledge of Students	3.86	4.33	4.33
1.1, 1.2	6, 7	Designing Student Assessments	3.43	3.67	4.33
1.1	3	Managing Classroom Procedures	3.86	3.67	4.00
1.1	3	Managing Student Behavior	3.71	3.67	4.00
1.1	3	Creating an Environment to Support Learning	4.00	4.11	4.67
1.1	3	Organizing Physical Space	4.00	4.44	4.67
1.1	8	Engaging Students in Learning	3.71	3.56	4.00
1.1	8	Demonstrating Flexibility and Responsiveness	3.86	3.67	4.33
1.1	8	Communicating Clearly and Accurately	3.86	3.89	4.67

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			Fall 2019 N=7	Spring 2020 N=9	Fall 2020 N=3
Data Table 4 - Master of Education: Elementary Studies – Mid-Term Evaluation					
CAEP	**InTASC**	**Rubric Criteria**			
1.1, 1.4	8	Using Questioning and Discussion Techniques	3.29	3.78	4.00
1.1, 1.2, 1.4	6	Using Assessment in Instruction	3.43	3.78	4.33
1.1	10	Communicating with Family	3.29	3.44	4.67
1.1, 1.2	6	Accessing and Managing Student Data	3.57	4.00	4.33
1.1	9	Growing and Developing Professionally	3.43	4.00	5.00
		Mean of 17 Criterion	**3.64**	**3.88**	**4.33**

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Data Table 5 - Master of Arts in Teaching: Secondary Education – Mid-Term Evaluation						
CAEP	**InTASC**	**Rubric Criteria**	**Fall 2019 N=3**	**Spring 2020 N=6**	**Fall 2020 N=3**
1.1, 1.4	7	Planning and Preparation	3.67	3.50	3.00
1.1	3	The Classroom Environment	3.67	3.67	3.00
1.1, 1.2, 1.4, 1.5	8	Instruction	3.67	3.83	2.67
1.1	9, 10	Professional Dispositions and Responsibilities	4.00	4.17	2.67
		Mean of 4 Criterion	**3.75**	**3.79**	**2.83**

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Data Table 6 - Master of Education: Special Education – Mid-Term Evaluation						
CAEP	InTASC	Rubric Criteria	Fall 2019 N=1	Spring 2020 N=3	Fall 2020 N=4
1.1, 1.4	7	Planning and Preparation	3.00	4.33	4.50
1.1	3	The Classroom Environment	3.00	4.33	4.25
1.1, 1.2, 1.4, 1.5	8	Instruction	2.00	4.33	4.25
1.1	9, 10	Professional Dispositions and Responsibilities	3.00	4.00	4.50
		Mean of 4 Criterion	**2.75**	**4.25**	**4.38**

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FINAL EVALUATION OF CLINCIAL EXPERIENCE

Data Table(s) 3 continuous cycles (Fall 2019, Spring 202, Fall 2020):

Data Table 7 - Bachelor of Science K-6 – Final Evaluation					
CAEP	**InTASC**	**Rubric Criteria**	**Fall 2019 N=19**	**Spring 2020 N=35**	**Fall 2020 N=21**
1.1, 1.4	7	Selecting Instructional Goals	4.11	4.23	4.38
1.1, 1.5	7	Designing Coherent Instruction	4.11	4.23	4.48
1.1, 1.4	4, 5, 7	Demonstrating Knowledge of Content and Pedagogy	3.95	4.03	4.14
1.1, 1.4	1, 2, 7	Demonstrating Knowledge of Students	4.42	4.71	4.57
1.1, 1.2	6, 7	Designing Student Assessments	4.05	4.06	4.29
1.1	3	Managing Classroom Procedures	4.32	4.23	4.29
1.1	3	Managing Student Behavior	4.21	4.06	4.71
1.1	3	Creating an Environment to Support Learning	4.21	4.26	4.67
1.1	3	Organizing Physical Space	4.37	4.54	4.57
1.1	8	Engaging Students in Learning	4.00	4.17	4.33
1.1	8	Demonstrating Flexibility and Responsiveness	4.05	4.14	4.43

Data Table 7 - Bachelor of Science K-6 – Final Evaluation					
CAEP	**InTASC**	**Rubric Criteria**	**Fall 2019 N=19**	**Spring 2020 N=35**	**Fall 2020 N=21**
1.1	8	Communicating Clearly and Accurately	4.11	4.29	4.43
1.1, 1.4	8	Using Questioning and Discussion Techniques	3.89	3.91	4.1
1.1, 1.2, 1.4	6, 8	Using Assessment in Instruction	3.84	4.00	4.29
1.1	10	Communicating with Family	3.95	4.11	4.33
1.1, 1.2	6	Accessing and Managing Student Data	4.21	4.26	4.52
1.1	9	Growing and Developing Professionally	4.26	4.29	4.29
		Mean of 16 Criterion	**4.12**	**4.21**	**4.40**

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CAEP	InTASC	Rubric Criteria	Fall 2019 N=0	Spring 2020 N=5	Fall 2020 N=4
Data Table 8 - Bachelor of Science 6-8 – Final Evaluation					
1.1, 1.3, 1.4	1, 2, 3	AMLE 1 Element a. Knowledge of Young Adolescent Development: Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. They use this understanding of the intellectual, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own. DPAS II Classroom Management	N/A	4.0	4.0
1.1, 1.3, 1.4	1, 2, 3	AMLE 1 Element b. Knowledge of the Implications of Diversity on Young Adolescent Development: Middle level teacher candidates demonstrate theirunderstanding of the implications of diversity on the development of young adolescents. They implement curriculum and instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They participate successfully in middle level practices thatconsider and celebrate the diversity of all young adolescents. DPAS II Instruction	N/A	4.2	3.75
1.1, 1.3, 1.4, 1.5	5, 7, 8	AMLE 1 Element c. Implications of Young Adolescent Development for Middle Level Curriculum and Instruction. Middle level teacher candidates use their knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies. DPAS II Planning and Preparation	N/A	4.4	4.0
1.1, 1.3, 1.4	1, 2, 3	AMLE 1 Element d. Implications of Young Adolescent Development for Middle Level Programs and Practices: Middle level teacher candidates apply their knowledge of young adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments. They demonstrate their ability to participate successfully in effective middle level school organizational practicessuch as interdisciplinary team organization and advisory programs.	N/A	4.2	4.25
1.1, 1.2, 1.3	4	AMLE 2 Element a. Subject Matter Content Knowledge: Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, reading, social studies, health, physical education, and family and consumer science). They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects. DPAS II Planning and Preparation	N/A	4.2	4.5
1.1, 1.2, 1.3	4, 7	AMLE 2 Element b. Middle Level Student Standards: Middle level teacher candidates use their knowledge of local, state, national, and common core standards to frame their teaching. They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents.	N/A	4.2	3.75
1.1, 1.3	4, 5, 8	AMLE 2 Element c. Interdisciplinary Nature of Knowledge: Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge byhelping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum. They provide learning opportunities that enhance information literacy (e.g., critical thinking, problem solving, evaluation of information gained) in their specialty fields (e.g., mathematics, social studies, health).	N/A	4.0	3.75
1.1, 1.3	3	AMLE 3 Element a. Middle Level Philosophical Foundations: Middle level teacher candidates demonstrate an understanding of the philosophical foundations of developmentally responsive middle level programs and schools.	N/A	4.2	4.0
1.1, 1.3	3	AMLE 3 Element b. Middle Level Organization and Best Practices: Middle level teacher candidates utilize their knowledge of the effective componentsof middle level programs and schools to foster equitable educational practices and to enhance learning for all students (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They demonstrate their ability to apply this knowledge and tofunction successfully within a variety of school organizational settings (e.g., grades K-8, 6-8, and 7-12). Middle level teacher candidates perform successfully in middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time. DPAS II Professional Responsibilities	N/A	4.4	4.25
1.1, 1.2, 1.3	6, 8	AMLE 4 Element a. Content Pedagogy: Middle level teacher candidates use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach. DPAS II Student Improvement	N/A	4.2	4.25

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		Data Table 8 - Bachelor of Science 6-8 – Final Evaluation			
CAEP	InTASC	Rubric Criteria	Fall 2019 N=0	Spring 2020 N=5	Fall 2020 N=4
1.1, 1.2, 1.3	6, 8	AMLE 4 Element b. Middle Level Instructional Strategies: Middle level teacher candidates employ a wide variety of effective teaching, learning, and assessment strategies. They use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills(e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. They use instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).	N/A	4.2	3.5
1.1, 1.2, 1.3	6, 8	AMLE 4 Element c. Middle Level Assessment and Data-informed Instruction: Middle level teacher candidates develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained. DPAS II Student Improvement	N/A	4.2	4.25
1.1, 1.3, 1.4,	3, 5, 7, 8	AMLE 4 Element d. Young Adolescent Motivation: Middle level teacher candidates demonstrate their ability to motivate all young adolescents andfacilitate their learning through a wide variety of developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, and contemporary media). They establish equitable, caring, and productive learning environments for all young adolescents.	N/A	4.2	4.75
1.1, 1.3	9, 10	AMLE 5 Element a. Professional Roles of Middle Level Teachers: Middle level teacher candidates understand, reflect on, and are successful in their unique roles as middle level professionals (e.g., members of teaching teams and advisors to young adolescents). DPAS II Professional Responsibilities	N/A	4.2	4.25
1.1, 1.3	9, 10	AMLE 5 Element b. Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices: Middle level teacher candidates serve as advocates for all young adolescents and for developmentally responsive schooling practices. They are informed advocates for effective middle level educational practices and policies, and use their professional leadership responsibilities to create equitable opportunities for all young adolescents in order to maximize their students' learning.	N/A	4.0	3.5
1.1, 1.3	10	AMLE 5 Element c. Working with Family Members and Community Involvement: Middle level teacher candidates understand and value the ways diverse family structures and cultural backgrounds influence and enrich learning. They communicate and collaborate with all family members and community partners, and participate in school and community activities. They engage in practices that build positive, collaborative relationships with families from diverse cultures and backgrounds (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).	N/A	4.2	3.5
1.1, 1.3, 1.4	9	AMLE 5 Element d. Dispositions and Professional Behaviors: Middle level teacher candidates demonstrate positive orientations toward teachingyoung adolescents and model high standards of ethical behavior and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching. DPAS II Professional Responsibilities	N/A	4.2	4.0
		Mean of 17 Criterion	**N/A**	**4.19**	**4.01**

Data Table 9 - Master of Education: Elementary Studies – Final Evaluation					
CAEP	InTASC	Rubric Criteria	Fall 2019 N=6	Spring 2020 N=10	Fall 2020 N=3
1.1, 1.4	7	Selecting Instructional Goals	4.00	4.40	4.67
1.1, 1.5	7	Designing Coherent Instruction	3.83	4.10	4.67
1.1, 1.4	4, 5, 7	Demonstrating Knowledge of Content and Pedagogy	4.00	4.30	4.67
1.1, 1.4	1, 2, 7	Demonstrating Knowledge of Students	4.67	4.60	4.67
1.1, 1.2	6, 7	Designing Student Assessments	4.00	4.20	4.67
1.1	3	Managing Classroom Procedures	4.50	4.20	4.67
1.1	3	Managing Student Behavior	4.17	3.90	3.67
1.1	3	Creating an Environment to Support Learning	4.33	4.50	4.33
1.1	3	Organizing Physical Space	4.50	4.60	4.67
1.1	8	Engaging Students in Learning	4.17	4.20	4.67
1.1	8	Demonstrating Flexibility and Responsiveness	3.83	4.20	5.00
1.1	8	Communicating Clearly and Accurately	4.00	4.10	5.00

Data Table 9 - Master of Education: Elementary Studies – Final Evaluation					
CAEP	InTASC	Rubric Criteria	Fall 2019 N=6	Spring 2020 N=10	Fall 2020 N=3
1.1, 1.4	8	Using Questioning and Discussion Techniques	4.17	4.10	3.67
1.1, 1.2, 1.4	6, 8	Using Assessment in Instruction	4.17	4.10	4.33
1.1	10	Communicating with Family	3.67	4.30	4.67
1.1, 1.2	6	Assessing and Managing Student Data	4.17	4.40	4.67
1.1	9	Growing and Developing Professionally	4.33	4.50	4.67
		Mean of 16 Criterion	**4.15**	**4.28**	**4.55**

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		Data Table 10 - Master of Arts in Teaching: Secondary Education – Final Evaluation			
CAEP	**InTASC**	**Rubric Criteria**	**Fall 2019 N=3**	**Spring 2020 N=6**	**Fall 2020 N=3**
1.1, 1.3, 1.4	7	Selecting Instructional Goals	5.00	3.83	3.33
1.1, 1.3, 1.5	7	Designing Coherent Instruction	5.00	3.83	3.67
1.1, 1.3, 1.4	4, 5, 7	Demonstrating Knowledge of Content and Pedagogy	4.33	3.67	4.00
1.1, 1.3, 1.4	1, 2, 7	Demonstrating Knowledge of Students	4.67	4.00	3.33
1.1, 1.2, 1.3, 1.4	6, 7	Designing Student Assessments	4.00	3.83	3.33
1.1, 1.3	3	Managing Classroom Procedures	4.33	3.83	3.67
1.1, 1.3	3	Managing Student Behavior	4.00	3.83	3.67
1.1, 1.3	3	Creating an Environment to Support Learning	4.33	3.83	3.67
1.1, 1.3	3	Organizing Physical Space	4.67	4.33	3.67
1.1, 1.3	8	Engaging Students in Learning Content is appropriate, clear, and linked to student knowledge and experience. Content is aligned with the district or charter school's curricula. Activities and assignments engage all students. Instructional materials are suitable tothe instructional goals. The instruction is coherent and paced appropriately for all students.	4.00	3.83	3.67
1.1, 1.3	8	Demonstrating Flexibility and Responsiveness The teacher has a repertoire of instructional strategies and makes use of them to make modifications to lessons as needed. Instruction based on learner characteristics and achievement data.	4.33	3.67	3.67
1.1, 1.3	8	Communicating Clearly and Accurately Verbal and written communication is clear and appropriate to students' age, background,and level of understanding.	4.67	4.17	4.00
1.1, 1.3, 1.4	8	Using Questioning and Discussion Techniques Questions are appropriate to the content and level of students' understanding. Teacher encourages students to pose their own questions and is responsive to student questions. Teacher facilitates student-leddiscussions.	4.33	4.00	3.33
1.1, 1.2, 1.3, 1.4	6, 8	Using Assessment in Instruction The teacher makes criteria of the assessment know to students, monitors student progress, provides descriptive feedback, and promotes student self-assessment.	4.00	3.67	3.33
1.1, 1.3	10	Communicating with Family	4.33	3.83	3.33
1.1, 1.2, 1.3	6	Accessing and Managing Student Data	4.67	4.00	3.67
1.1, 1.3	9	Growing and Developing Professionally	4.67	4.17	4.00
1.1, 1.3	9	Reflecting on Professional Practice	4.67	3.83	3.67
1.1, 1.3	6	Growth Goals/Student Achievement The agreed upon growth goal "exceeds" target, is met, or surpassed. Goals are educator-developed and approved by Mentor Teacher. Goals must be specific to content areas and job assignments.	4.00	3.83	3.67
		Mean of 19 Criterion	**4.42**	**3.89**	**3.61**

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CAEP	InTASC	Rubric Criteria	Fall 2019 N=0	Spring 2020 N=3	Fall 2020 N=4
Data Table 11 - Master of Education: Special Education – Final Evaluation					
1.1, 1.3, 1.4	7	Selecting Instructional Goals	N/A	4.33	5.00
1.1, 1.3, 1.5	7	Designing Coherent Instruction	N/A	4.67	4.75
1.1, 1.3, 1.4	7	Demonstrating Knowledge of Content and Pedagogy	N/A	4.33	5.00
1.1, 1.3, 1.4	7	Demonstrating Knowledge of Students	N/A	5.00	5.00
1.1, 1.3, 1.4	6, 7	Designing Student Assessments	N/A	4.00	4.75
1.1, 1.3	3	Managing Classroom Procedures	N/A	4.00	5.00
1.1, 1.3	3	Managing Student Behavior	N/A	4.33	4.75
1.1, 1.3	3	Creating an Environment to Support Learning	N/A	4.00	5.00
1.1, 1.3	3	Organizing Physical Space	N/A	5.00	4.75
1.1, 1.3	8	Engaging Students in Learning Content is appropriate, clear, and linked to student knowledge and experience. Content is aligned with the district or charter school's curricula. Activities and assignments engage all students. Instructional materials are suitable to the instructional goals. The instruction is coherent and paced appropriately for all students.	N/A	4.67	5.00
1.1, 1.3	8	Demonstrating Flexibility and Responsiveness The teacher has a repertoire of instructional strategies and makes use of them to make modifications to lessons as needed. The teacher differentiates instruction based on learner characteristics and achievement data.	N/A	4.33	4.75
1.1, 1.3	8	Communicating Clearly and Accurately Verbal and written communication is clear and appropriate to students' age, background, and level of understanding.	N/A	4.67	4.75
1.1, 1.3, 1.4	8	Using Questioning and Discussion Techniques Questions are appropriate to the content and level of students' understanding. Teacher encourages students to pose their own questions and is responsive to student questions. Teacher facilitates student-led discussions.	N/A	4.33	4.75
1.1, 1.3, 1.4	6, 8	Using Assessment in Instruction The teacher makes criteria of the assessment know to students, monitors student progress, provides descriptive feedback, and promotes student self-assessment. ,	N/A	4.00	5.00
1.1, 1.3	10	Communicating with Family	N/A	4.00	4.75
1.1, 1.2, 1.3	6	Recording Data in a Student Record System	N/A	4.33	5.00
1.1, 1.3	9, 10	Growing and Developing Professionally	N/A	4.33	4.50
1.1, 1.3	9, 10	Reflecting on Professional Practice	N/A	4.33	5.00
1.1, 1.3	6	Growth Goals/Student Achievement The agreed upon growth goal "exceeds" target, is met, or surpassed.	N/A	4.33	5.00
		Mean of 19 Criterion	**N/A**	**4.37**	**4.87**