

# CAEP Annual Reporting Measures ITP

## Measure 2: Indicators of Teacher Effectiveness

### Pre-Clinical Experiences/Practica

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#### Evidence Overview

**Purpose of Assessment:** This assessment resides in all three Practica/Fieldwork courses. The courses are required in all initial licensure programs to assist candidates as they observe, participate in a wide range of in-school teaching experiences, and develop the skills necessary to be an effective teacher. Candidates progress through three Practica courses each in a diverse setting prior to student teaching. 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 [two in each Practicum] prior to Student Teaching/Internship.

**Details of Assessment Administration:** 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**.

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 candidate's 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 initial attempt remediate with the Mentor Teacher and University Supervisor to prepare for the second attempt. The candidate is then placed on an Improvement Plan documented in Watermark-Taskstream, with suggested strategies for improvement where specific feedback is provided on the candidate's performance. The University Supervisor along with the Chair of Clinical Studies conference with the candidate collaborating on a formal plan of action and timeline for implementation. After another failed attempt, the candidate may not move forward in the program without repeating the designated practicum experience. Candidates repeating a Practicum are provided personalized supports based on the identified need of the candidate to master the competencies.

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#### 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.**
- **Demonstrating Knowledge of Content and Pedagogy:** 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.**
- **Demonstrating Knowledge of Students:** 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.**
- **Designing Student Assessments:** 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.**

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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 Instrument:**

<b>Practicum Observation Rubric (ALL TEACHER PREPARATION PROGRAMS - BS K-6, BS 6-8, MEE, MAT, MSE)</b>					
	<b>UNSATISFACTORY 1.0</b>	<b>EMERGING 2.0</b>	<b>BASIC 3.0</b>	<b>PROFICIENT 4.0</b>	<b>DISTINGUISHED 5.0</b>
<p>1a: Selecting Instructional Goals CAEP 1.1, 1.2 InTASC 7 Planning for Instruction</p>	<p>Teacher's goals are unsuitable for students, or not stated as instructional activities, and they do not permit viable methods of assessment.</p> <p>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.</p> <p>CLARITY - Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.</p> <p>BALANCE - Outcomes reflect no type of learning and only no discipline or strand.</p> <p>SUITABILITY FOR DIVERSE LEARNERS - Outcomes are not suitable for the class or are not based on any assessment of student needs.</p>	<p>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.</p> <p>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.</p> <p>CLARITY - Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.</p> <p>BALANCE - Outcomes reflect only one type of learning and only one discipline or strand.</p> <p>SUITABILITY FOR DIVERSE LEARNERS - Outcomes are not suitable for the class or are not based on any assessment of student needs.</p>	<p>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.</p> <p>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.</p> <p>CLARITY - Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.</p> <p>BALANCE - Outcomes reflect several types of learning, but teacher has not attempted at coordination or integration.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>CLARITY - All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.</p> <p>BALANCE - Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>CLARITY - All the outcomes are clear, written in the form of student learning, permitting viable methods of assessment.</p> <p>BALANCE - Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.</p> <p>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.</p>
<p>1b: Designing Coherent Instruction CAEP 1.1, 1.3 InTASC 7 Planning for Instruction</p>	<p>There are no stated instructional goals to engage students in meaningful learning and the lesson or unit has no defined structure.</p> <p>LEARNING ACTIVITIES - Learning activities are missing.</p> <p>INSTRUCTIONAL MATERIALS AND RESOURCES - Materials and resources are not suitable for students.</p> <p>INSTRUCTIONAL GROUPS - Instructional groups do not support the instructional outcomes and offer no variety.</p> <p>LESSON AND UNIT STRUCTURE - No</p>	<p>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.</p> <p>LEARNING ACTIVITIES - Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.</p> <p>INSTRUCTIONAL MATERIALS AND RESOURCES - Materials and resources are not suitable for students and do not support the</p>	<p>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.</p> <p>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.</p> <p>INSTRUCTIONAL MATERIALS AND RESOURCES - Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.</p>	<p>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.</p> <p>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.</p> <p>INSTRUCTIONAL MATERIALS AND RESOURCES - All of the materials and resources are suitable to students, support the instructional</p>	<p>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.</p> <p>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.</p> <p>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</p>

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	UNSATISFACTORY 1.0	EMERGING 2.0	BASIC 3.0	PROFICIENT 4.0	DISTINGUISHED 5.0
	clear structure or evidence of planning.	<p>instructional outcomes or engage students in meaningful learning.</p> <p>INSTRUCTIONAL GROUPS - Instructional groups do not support the instructional outcomes and offer no variety.</p> <p>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.</p>	<p>INSTRUCTIONAL GROUPS - Instructional groups partially support the instructional outcomes, with an effort at providing some variety.</p> <p>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.</p>	<p>outcomes, and are designed to engage students in meaningful learning.</p> <p>INSTRUCTIONAL GROUPS - Instructional groups are varied as appropriate to the students and the different instructional outcomes.</p> <p>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.</p>	<p>selecting or adapting materials.</p> <p>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.</p> <p>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.</p>
<p>1c: Demonstrating Knowledge of Content and Pedagogy</p> <p>CAEP 1.1</p> <p>InTASC 7 Planning for Instruction</p>	<p>Teacher displays no understanding of the subject, or structure of the discipline, or of content-related pedagogy.</p> <p>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.</p> <p>KNOWLEDGE OF PREREQUISITES - Teacher's plans and practice display no understanding of prerequisite relationships important to student learning of the content.</p> <p>KNOWLEDGE OF CONTENT-RELATED PEDAGOGY - Teacher displays no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>Teacher displays little understanding of the subject, or structure of the discipline, or of content-related pedagogy.</p> <p>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.</p> <p>KNOWLEDGE OF PREREQUISITES - Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.</p> <p>KNOWLEDGE OF CONTENT-RELATED PEDAGOGY - Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.</p> <p>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.</p> <p>KNOWLEDGE OF PREREQUISITES - Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>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.</p>	<p>Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.</p> <p>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.</p> <p>KNOWLEDGE OF PREREQUISITES - Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>KNOWLEDGE OF CONTENT-RELATED PEDAGOGY - Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>1d: Demonstrating Knowledge of Students</p> <p>CAEP 1.1</p> <p>InTASC 7 Planning for Instruction</p>	<p>Teacher makes no attempt to acquire knowledge of students' backgrounds, skills, or interests and does not use such information in planning.</p> <p>KNOWLEDGE OF CHILD AND ADOLESCENT DEVELOPMENT - Teacher displays no knowledge of the developmental characteristics of the age group.</p>	<p>Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests and does not use such information in planning.</p> <p>KNOWLEDGE OF CHILD AND ADOLESCENT DEVELOPMENT - Teacher displays little or no knowledge of the developmental characteristics of the age group.</p>	<p>Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests and attempts to use this knowledge in planning for the class as a whole.</p> <p>KNOWLEDGE OF CHILD AND ADOLESCENT DEVELOPMENT - Teacher displays partial knowledge of the developmental characteristics of the age group.</p>	<p>Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses this knowledge to plan for groups of students.</p> <p>KNOWLEDGE OF CHILD AND ADOLESCENT DEVELOPMENT - Teacher displays accurate understanding of the typical developmental characteristics of</p>	<p>Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses this knowledge to plan for individual student learning.</p> <p>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</p>

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	<p>KNOWLEDGE OF THE LEARNING PROCESS - Teacher sees no value in understanding how students.</p> <p>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.</p> <p>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.</p> <p>KNOWLEDGE OF STUDENTS' SPECIAL NEEDS - Teacher displays no understanding of students' special learning or medical needs or why such knowledge is important.</p>	<p>KNOWLEDGE OF THE LEARNING PROCESS - Teacher sees no value in understanding how students learn and does not seek such information.</p> <p>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.</p> <p>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.</p> <p>KNOWLEDGE OF STUDENTS' SPECIAL NEEDS - Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.</p>	<p>KNOWLEDGE OF THE LEARNING PROCESS - Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>the age group as well as exceptions to the general patterns.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>KNOWLEDGE OF STUDENTS' SPECIAL NEEDS - Teacher is aware of students' special learning and medical needs.</p>	<p>the general pattern.</p> <p>KNOWLEDGE OF THE LEARNING PROCESS - Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.</p> <p>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.</p> <p>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.</p> <p>KNOWLEDGE OF STUDENTS' SPECIAL NEEDS - Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.</p>
<p>1e: Designing Student Assessments CAEP 1.1 InTASC 6 Assessment InTASC 7 Planning for Instruction</p>	<p>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.</p> <p>CONGRUENCE WITH INSTRUCTIONAL OUTCOME - No assessment procedures or instructional outcomes present.</p> <p>CRITERIA AND STANDARDS - No proposed approach is given or no criteria or standards.</p> <p>DESIGN OF FORMATIVE ASSESSMENTS - Teacher has no plan to incorporate formative assessment in the lesson or unit.</p>	<p>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.</p> <p>CONGRUENCE WITH INSTRUCTIONAL OUTCOME - Assessment procedures are not congruent with instructional outcomes.</p> <p>CRITERIA AND STANDARDS - Proposed approach contains no criteria or standards.</p> <p>DESIGN OF FORMATIVE ASSESSMENTS - Teacher has no plan to incorporate formative assessment in the lesson or unit.</p>	<p>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.</p> <p>CONGRUENCE WITH INSTRUCTIONAL OUTCOME - Some of the instructional outcomes are assessed through the proposed approach, but many are not.</p> <p>CRITERIA AND STANDARDS - Assessment criteria and standards have been developed, but they are not clear.</p> <p>DESIGN OF FORMATIVE ASSESSMENTS - Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>USE OF PLANNING - Teacher plans to use</p>	<p>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.</p> <p>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.</p> <p>CRITERIA AND STANDARDS - Assessment criteria and standards are clear.</p> <p>DESIGN OF FORMATIVE ASSESSMENTS - Teacher has a well-</p>	<p>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.</p> <p>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.</p> <p>CRITERIA AND STANDARDS - Assessment criteria and standards are clear; there is evidence that the students contributed to their development.</p> <p>DESIGN OF FORMATIVE ASSESSMENTS - Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p>

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	UNSATISFACTORY 1.0	EMERGING 2.0	BASIC 3.0	PROFICIENT 4.0	DISTINGUISHED 5.0
	USE OF PLANNING - Teacher has no understanding of how to use assessment results in designing future instruction.	USE OF PLANNING - Teacher has no plans to use assessment results in designing future instruction.	assessment results to plan for future instruction for the class as a whole.	developed strategy to using formative assessment and has designed particular approaches to be used.  USE OF PLANNING - Teacher plans to use assessment results to plan for future instruction for groups of students.	USE OF PLANNING - Teacher plans to use assessment results to plan for future instruction for individual students.
2a: Managing Classroom Procedures CAEP 1.1 InTASC 3 Learning Environments	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.
2b: Managing Student Behavior CAEP 1.1 InTASC 3 Learning Environments	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.	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	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 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

# CAEP Annual Reporting Measures ITP

## Measure 2: Indicators of Teacher Effectiveness

### Pre-Clinical Experiences/Practica

Practicum Observation Rubric (ALL TEACHER PREPARATION PROGRAMS - BS K-6, BS 6-8, MEE, MAT, MSE)					
	UNSATISFACTORY 1.0	EMERGING 2.0	BASIC 3.0	PROFICIENT 4.0	DISTINGUISHED 5.0
		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.	misbehavior but with uneven results, or there are no major infractions of the rules.	student's dignity, or student behavior is generally appropriate.	response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.
2c: Creating an Environment to Support Learning CAEP 1.1 InTASC 3 Learning Environments	<p>The classroom has established culture for learning.</p> <p>TEACHER INTERACTION WITH STUDENTS - Teacher does not interact students.</p> <p>STUDENT INTERACTIONS WITH OTHER STUDENTS - Student interactions inappropriate for a learning environment.</p> <p>IMPORTANCE OF THE CONTENT - Teacher convey a negative attitude toward the content.</p> <p>EXPECTATIONS FOR LEARNING ACHIEVEMENT - No instructional outcomes, activities and assignments, and classroom interactions are present.</p> <p>STUDENT PRIDE IN WORK - Students no pride in their work.</p>	<p>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.</p> <p>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 exhibit disrespect for the teacher.</p> <p>STUDENT INTERACTIONS WITH OTHER STUDENTS - Student interactions are characterized by conflict, sarcasm, or put-downs.</p> <p>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.</p> <p>EXPECTATIONS FOR LEARNING ACHIEVEMENT - Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.</p> <p>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.</p>	<p>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."</p> <p>TEACHER INTERACTION WITH STUDENTS - Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.</p> <p>STUDENT INTERACTIONS WITH OTHER STUDENTS - Students do not demonstrate disrespect for one another.</p> <p>IMPORTANCE OF THE CONTENT - Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.</p> <p>EXPECTATIONS FOR LEARNING ACHIEVEMENT - Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.</p> <p>STUDENT PRIDE IN WORK - Students minimally accept the responsibility to do good work but invest little of their energy into its quality.</p>	<p>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.</p> <p>TEACHER INTERACTION WITH STUDENTS - Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.</p> <p>STUDENT INTERACTIONS WITH OTHER STUDENTS - Student interactions are generally polite and respectful.</p> <p>IMPORTANCE OF THE CONTENT - Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.</p> <p>EXPECTATIONS FOR LEARNING ACHIEVEMENT - Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for most students.</p> <p>STUDENT PRIDE IN WORK - Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.</p>	<p>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.</p> <p>TEACHER INTERACTION WITH STUDENTS - Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.</p> <p>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.</p> <p>IMPORTANCE OF THE CONTENT - Students demonstrate, through their active participation, curiosity and taking initiative that they value the importance of the content.</p> <p>EXPECTATIONS FOR LEARNING ACHIEVEMENT - Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.</p> <p>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.</p>
2d: Organizing Physical Space CAEP 1.1 InTASC 3 Learning Environments	<p>Teacher use of the physical environment, results in unsafe or inaccessible conditions for some students.</p> <p>SAFETY AND ACCESSIBILITY - The</p>	<p>Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students.</p> <p>SAFETY AND ACCESSIBILITY - The</p>	<p>Teacher makes use of the existing space for essential learning for some students.</p> <p>SAFETY AND ACCESSIBILITY - The classroom is safe and at least essential learning is accessible to most students.</p>	<p>Teacher makes optimal use of the existing space for essential learning for some students.</p> <p>SAFETY AND ACCESSIBILITY - The classroom is safe and learning is</p>	<p>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.</p> <p>SAFETY AND ACCESSIBILITY - The classroom is safe,</p>



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## Measure 2: Indicators of Teacher Effectiveness

### Pre-Clinical Experiences/Practica

<b>Practicum Observation Rubric (ALL TEACHER PREPARATION PROGRAMS - BS K-6, BS 6-8, MEE, MAT, MSE)</b>					
	<b>UNSATISFACTORY 1.0</b>	<b>EMERGING 2.0</b>	<b>BASIC 3.0</b>	<b>PROFICIENT 4.0</b>	<b>DISTINGUISHED 5.0</b>
	<p>classroom is unsafe.</p> <p>ARRANGEMENT OF FURNITURE AND USE OF PHYSICAL SPACE - The teacher makes no attempt to arrange furniture or physical space for learning activities.</p>	<p>classroom is unsafe, or learning is not accessible to some students.</p> <p>ARRANGEMENT OF FURNITURE AND USE OF PHYSICAL SPACE - The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.</p>	<p>ARRANGEMENT OF FURNITURE AND USE OF PHYSICAL SPACE - Teacher uses physical resources adequately. The furniture may be adjusted for a lesson but with limited effectiveness.</p>	<p>equally accessible to all students.</p> <p>ARRANGEMENT OF FURNITURE AND USE OF PHYSICAL SPACE - Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.</p>	<p>and students themselves ensure that all learning is equally accessible to all students.</p> <p>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.</p>
<p>3a: Engaging Students in Learning CAEP 1.1 InTASC 8 Instructional Strategies</p> <p>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.</p>	<p>Students are not engaged in a learning environment as a result of poor representations of content, or lack of lesson.</p> <p>TECHNOLOGY – Candidates do not use technology.</p> <p>ACTIVITIES AND ASSIGNMENTS - Activities and assignments are absent lesson.</p> <p>GROUPING OF STUDENTS - No instructional grouping is performed.</p> <p>INSTRUCTIONAL MATERIALS AND RESOURCES - No instructional materials and resources prepared.</p> <p>STRUCTURE AND PACING OF THE LESSON - There is no lesson structure.</p>	<p>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.</p> <p>TECHNOLOGY – Candidates use technology to foster learning.</p> <p>ACTIVITIES AND ASSIGNMENTS - Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.</p> <p>GROUPING OF STUDENTS - Instructional groups are inappropriate to the students or to the instructional outcomes.</p> <p>INSTRUCTIONAL MATERIALS AND RESOURCES - Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.</p> <p>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.</p>	<p>Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing.</p> <p>TECHNOLOGY – Candidates use technology to create, adapt experiences that foster learning.</p> <p>ACTIVITIES AND ASSIGNMENTS - Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.</p> <p>GROUPING OF STUDENTS - Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.</p> <p>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.</p> <p>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.</p>	<p>Students are intellectually engaged throughout the lesson with appropriate activities and materials, instructive representations of content and suitable structure, and pacing of the lesson.</p> <p>TECHNOLOGY – Candidates use some technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.</p> <p>ACTIVITIES AND ASSIGNMENTS - Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.</p> <p>GROUPING OF STUDENTS - Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>TECHNOLOGY – Candidates use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.</p> <p>ACTIVITIES AND ASSIGNMENTS - All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.</p> <p>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.</p> <p>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.</p> <p>STRUCTURE AND PACING OF THE LESSON - The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.</p>

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## Measure 2: Indicators of Teacher Effectiveness

### Pre-Clinical Experiences/Practica

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	UNSATISFACTORY 1.0	EMERGING 2.0	BASIC 3.0	PROFICIENT 4.0	DISTINGUISHED 5.0
<p><b>3b: Demonstrating Flexibility and Responsiveness</b> CAEP 1.1 InTASC 8 Instructional Strategies</p> <p>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.</p>	<p>Teacher is unaware of instruction plan and student feedback.</p> <p>LESSON ADJUSTMENT - Teacher is unaware of instructional plan, and makes no attempt to implement one.</p> <p>RESPONSE TO STUDENTS - Teacher ignores all students' questions or interests.</p> <p>PERSISTENCE - Teacher is unaware of student difficulty learning.</p>	<p>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.</p> <p>LESSON ADJUSTMENT - Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.</p> <p>RESPONSE TO STUDENTS - Teacher ignores or brushes aside students' questions or interests.</p> <p>PERSISTENCE - When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.</p>	<p>Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson and seeks to ensure the success of all students.</p> <p>LESSON ADJUSTMENT - Teacher attempts to adjust a lesson when needed, with only partially successful results.</p> <p>RESPONSE TO STUDENTS - Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.</p> <p>PERSISTENCE - Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.</p>	<p>Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.</p> <p>LESSON ADJUSTMENT - Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.</p> <p>RESPONSE TO STUDENTS - Teacher successfully accommodates students' questions or interests.</p> <p>PERSISTENCE - Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.</p>	<p>Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.</p> <p>LESSON ADJUSTMENT - Teacher successfully makes a major adjustment to a lesson when needed.</p> <p>RESPONSE TO STUDENTS - Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.</p> <p>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.</p>
<p><b>3c: Communicating Clearly and Accurately</b> CAEP 1.1 InTASC 8 Instructional Strategies</p> <p>Verbal and written communication is clear and appropriate to students' age, background, and level of understanding.</p>	<p>Teacher's oral and written communication are missing or inappropriate to students.</p> <p>EXPECTATIONS FOR LEARNING - Teacher's purpose in a lesson or unit is not stated.</p> <p>DIRECTIONS AND PROCEDURES - Teacher makes no attempt to give students directions and/or procedures.</p> <p>EXPLANATIONS OF CONTENT - Teacher gives no explanation of the content.</p>	<p>Teacher's oral and written communication contains errors or is unclear or inappropriate to students.</p> <p>EXPECTATIONS FOR LEARNING - Teacher's purpose in a lesson or unit is unclear to students.</p> <p>DIRECTIONS AND PROCEDURES - Teacher's directions and procedures are confusing to students.</p> <p>EXPLANATIONS OF CONTENT - Teacher's explanation of the content is unclear or confusing or uses inappropriate language.</p>	<p>Teacher's oral and written communication contains no errors but may not be completely appropriate or may require further explanations to avoid confusion.</p> <p>EXPECTATIONS FOR LEARNING - Teacher attempts to explain the instructional purpose with limited success.</p> <p>DIRECTIONS AND PROCEDURES - Teacher's directions and procedures are clarified after initial student confusion.</p> <p>EXPLANATIONS OF CONTENT - Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.</p>	<p>Teacher communicates clearly and accurately to students, both orally and in writing.</p> <p>EXPECTATIONS FOR LEARNING - Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.</p> <p>DIRECTIONS AND PROCEDURES - Teacher's directions and procedures are clear to students.</p> <p>EXPLANATIONS OF CONTENT - Teacher's explanation of content is appropriate and connects with students' knowledge and experience.</p>	<p>Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.</p> <p>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.</p> <p>DIRECTIONS AND PROCEDURES - Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.</p> <p>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.</p>
<p><b>3d: Using Questioning and Discussion Techniques</b> CAEP 1.1 InTASC 8 Instructional Strategies</p> <p>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.</p>	<p>Teacher makes no use of questioning and discussion techniques.</p> <p>QUALITY OF QUESTIONS - Teacher's unaware of questioning techniques, structure and quality.</p> <p>DISCUSSION TECHNIQUES - No interaction between teacher and students is attempted.</p> <p>STUDENT PARTICIPATION - No</p>	<p>Teacher makes poor use of questioning and discussion techniques with low-level questions, limited student participation, and little true discussion.</p> <p>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.</p>	<p>Teacher's use of questioning and discussion techniques is uneven with some high-level questions, attempts at true discussion, and moderate student participation.</p> <p>QUALITY OF QUESTIONS - Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.</p> <p>DISCUSSION TECHNIQUES - Teacher makes some attempt to engage students in</p>	<p>Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by most students.</p> <p>QUALITY OF QUESTIONS - Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.</p> <p>DISCUSSION TECHNIQUES - Teacher creates a genuine discussion</p>	<p>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.</p> <p>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.</p> <p>DISCUSSION TECHNIQUES - Students assume</p>

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## Measure 2: Indicators of Teacher Effectiveness

### Pre-Clinical Experiences/Practica

<b>Practicum Observation Rubric (ALL TEACHER PREPARATION PROGRAMS - BS K-6, BS 6-8, MEE, MAT, MSE)</b>					
	<b>UNSATISFACTORY 1.0</b>	<b>EMERGING 2.0</b>	<b>BASIC 3.0</b>	<b>PROFICIENT 4.0</b>	<b>DISTINGUISHED 5.0</b>
	students participate in the discussion.	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.	genuine discussion rather than recitation, with uneven results.  STUDENT PARTICIPATION - Teacher attempts to engage all students in the discussion, but with only limited success.	among students, stepping aside when appropriate.  STUDENT PARTICIPATION - Teacher successfully engages all students in the discussion.	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.
<p>3e: Using Assessment in Instruction CAEP 1.2 InTASC 6 Assessment InTASC 8 Instructional Strategies</p> <p>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.</p>	<p>Assessment is missing from lesson or unit.</p> <p>ASSESSMENT CRITERIA - No criteria or performance standards are stated.</p> <p>MONITORING OF STUDENT LEARNING - Teacher is unaware of curriculum.</p> <p>FEEDBACK TO STUDENTS - NO feedback to students is attempted.</p> <p>STUDENT SELF-ASSESSMENT AND MONITORING OF PROGRESS - No self-assessment or monitoring of progress is presented to students.</p>	<p>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.</p> <p>ASSESSMENT CRITERIA - Students are not aware of the criteria and performance standards by which their work will be evaluated.</p> <p>MONITORING OF STUDENT LEARNING - Teacher does not monitor student learning in the curriculum.</p> <p>FEEDBACK TO STUDENTS - Teacher's feedback to students is of poor quality and not provided in a timely manner.</p> <p>STUDENT SELF-ASSESSMENT AND MONITORING OF PROGRESS - Students do not engage in self-assessment or monitoring of progress.</p>	<p>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.</p> <p>ASSESSMENT CRITERIA - Students know some of the criteria and performance standards by which their work will be evaluated.</p> <p>MONITORING OF STUDENT LEARNING - Teacher monitors the progress of the class as a whole but elicits no diagnostic information.</p> <p>FEEDBACK TO STUDENTS - Teacher's feedback to students is uneven, and its timeliness is inconsistent.</p> <p>STUDENT SELF-ASSESSMENT AND MONITORING OF PROGRESS - Students occasionally assess the quality of their own work against the assessment criteria and performance standards.</p>	<p>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.</p> <p>ASSESSMENT CRITERIA - Students are fully aware of the criteria and performance standards by which their work will be evaluated.</p> <p>MONITORING OF STUDENT LEARNING - Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.</p> <p>FEEDBACK TO STUDENTS - Teacher's feedback to students is timely and of consistently high quality.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>MONITORING OF STUDENT LEARNING/REFLECTION - Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students. Teacher reflects on student progress and uses conclusions to adjust future learning experiences.</p> <p>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.</p> <p>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.</p>

**CAEP Annual Reporting Measures ITP**  
**Measure 2: Indicators of Teacher Effectiveness**  
**Pre-Clinical Experiences/Practica**

<b>Data Table 1 - Pre-Clinical Experiences/Practicum I, II, and III All Initial Licensure Programs</b>									
<b>CAEP Standard</b>	<b>Fall 2019 Observations #1 and #2 Combined N=348</b>			<b>Spring 2020 Observations #1 and #2 Combined N=287</b>			<b>Fall 2020 Observations #1 and #2 Combined N=418</b>		
	Practicum I n=112	Practicum II n=91	Practicum III n=145	Practicum I n=81	Practicum II n=128	Practicum III n=78	Practicum I n=195	Practicum II n=74	Practicum III n=149
Bachelor of Science Elementary Education (Grades K-6)	3.56	3.53	3.52	3.50	3.74	3.76	3.63	3.41	3.57
Bachelor of Science Middle Level Education (Grades 6-8)	3.51	3.62	3.57	3.62	3.29	3.75	3.07	3.60	3.86
Master of Education Elementary Education (Grades K-6)	3.50	3.38	3.55	3.34	3.50	3.52	3.34	3.61	3.47
Master of Arts Secondary Education (Grades 7-12)	3.88	3.50	3.59	3.90	3.73	3.72	3.11	3.94	3.48
Master of Education: Special Education (Grades K-12)	3.53	3.87	3.00	3.47	4.10	3.78	3.70	3.82	3.93
<b>Average for All Criteria</b>	<b>3.60</b>	<b>3.58</b>	<b>3.45</b>	<b>3.57</b>	<b>3.67</b>	<b>3.71</b>	<b>3.37</b>	<b>3.68</b>	<b>3.66</b>

**CAEP Annual Reporting Measures ITP**  
**Measure 2: Indicators of Teacher Effectiveness**  
**Pre-Clinical Experiences/Practica**

<b>Data Table 2 - Bachelor of Science Elementary Education (Grades K-6)</b>											
<b>Practicum I, II and III Formal Observations of Teaching Events</b>											
CAEP Standard	InTASC Standard	Teaching Event Tasks	Fall 2019 Observations #1 and #2 Combined			Spring 2020 Observations #1 and #2 Combined			Fall 2020 Observations #1 and #2 Combined		
			Practicum I n=61	Practicum II n=34	Practicum III n=104	Practicum I n=37	Practicum II n=70	Practicum III n=33	Practicum I n=111	Practicum II n=35	Practicum III n=87
1.1, 1.3	7	Planning and Preparation: Selecting Instructional Goals DPAS (1a)	3.78	3.46	3.61	3.55	3.92	3.75	3.66	3.42	3.67
1.1, 1.3	7	Planning and Preparation: Designing Coherent Instruction DPAS (1b)	3.70	3.51	3.45	3.44	3.77	3.78	3.65	3.43	3.58
1.1	7	Planning and Preparation: Demonstrating Knowledge of Content and Pedagogy DPAS (1c)	3.54	3.42	3.42	3.52	3.64	3.66	3.66	3.31	3.37
1.1	7	Planning and Preparation: Demonstrating Knowledge of Students DPAS (1d)	3.62	3.37	3.71	3.46	3.84	4.07	3.67	3.47	3.75
1.1	6, 7	Planning and Preparation: Designing Student Assessments DPAS (1e)	3.49	3.47	3.31	3.28	3.72	3.65	3.32	3.27	3.45
1.1	3	Classroom Environment: Managing Classroom Procedures DPAS (2a)	3.63	3.73	3.62	3.66	3.76	3.88	3.79	3.44	3.62
1.1	3	Classroom Environment: Managing Student Behavior DPAS (2b)	3.54	3.66	3.46	3.51	3.63	3.80	3.82	3.61	3.65
1.1	3	Classroom Environment: Creating an Environment to Support Learning DPAS (2c)	3.67	3.64	3.52	3.60	3.80	3.99	3.90	3.65	3.71
1.1	3	Classroom Environment: Organizing Physical Space DPAS (2d)	3.86	3.81	4.07	3.76	4.02	3.68	3.81	3.99	3.42
1.1	8	Instruction: Engaging Students in Learning DPAS (3a)	3.60	3.68	3.47	3.49	3.77	3.69	3.67	3.45	3.64
1.1	8	Instruction: Demonstrating Flexibility and Responsiveness DPAS (3b)	3.30	3.32	3.39	3.49	3.55	3.70	3.47	3.24	3.54
1.1	8	Instruction: Communicating Clearly and Accurately DPAS (3c)	3.35	3.63	3.65	3.54	3.73	3.91	3.65	3.35	3.78
1.1	8	Instruction: Using Questioning and Discussion Techniques DPAS (3d)	3.40	3.37	3.34	3.34	3.55	3.66	3.42	2.98	3.40
1.2	6, 8	Reflection: Using Assessment in Instruction DPAS (3e)	3.31	3.38	3.29	3.33	3.62	3.45	3.34	3.10	3.45
<b>Average for All Criteria</b>			<b>3.56</b>	<b>3.53</b>	<b>3.52</b>	<b>3.50</b>	<b>3.74</b>	<b>3.76</b>	<b>3.63</b>	<b>3.41</b>	<b>3.57</b>

**CAEP Annual Reporting Measures ITP**  
**Measure 2: Indicators of Teacher Effectiveness**  
**Pre-Clinical Experiences/Practica**

<b>Data Table 3 - Bachelor of Science Middle Level Education (Grades 6-8)</b>											
<b>Practicum I, II and III Formal Observations of Teaching Events</b>											
CAEP Standard	InTASC Standard	Teaching Event Tasks	Fall 2019 Observations #1 and #2 Combined			Spring 2020 Observations #1 and #2 Combined			Fall 2020 Observations #1 and #2 Combined		
			Practicum I n=13	Practicum II n=18	Practicum III n=9	Practicum I n=12	Practicum II n=18	Practicum III n=13	Practicum I n=18	Practicum II n=5	Practicum III n=8
1.1, 1.3	7	Planning and Preparation: Selecting Instructional Goals DPAS (1a)	3.72	3.84	3.53	3.56	3.34	3.88	3.14	3.67	3.80
1.1, 1.3	7	Planning and Preparation: Designing Coherent Instruction DPAS (1b)	3.58	3.67	3.55	3.73	3.40	3.95	3.09	3.67	3.97
1.1	7	Planning and Preparation: Demonstrating Knowledge of Content and Pedagogy DPAS (1c)	3.62	3.45	3.68	3.63	3.36	3.95	3.14	3.83	3.70
1.1	7	Planning and Preparation: Demonstrating Knowledge of Students DPAS (1d)	3.52	3.62	3.70	3.59	2.96	3.89	2.98	3.83	3.70
1.1	6, 7	Planning and Preparation: Designing Student Assessments DPAS (1e)	3.52	3.50	3.33	3.42	3.36	3.59	3.04	3.50	3.80
1.1	3	Classroom Environment: Managing Classroom Procedures DPAS (2a)	3.62	3.67	3.78	3.80	3.27	3.54	3.14	3.59	4.07
1.1	3	Classroom Environment: Managing Student Behavior DPAS (2b)	3.63	3.56	3.65	3.70	3.36	3.71	3.09	3.67	4.07
1.1	3	Classroom Environment: Creating an Environment to Support Learning DPAS (2c)	3.69	3.89	3.63	3.66	3.50	3.77	3.14	3.84	4.07
1.1	3	Classroom Environment: Organizing Physical Space DPAS (2d)	3.92	4.17	3.35	3.66	3.29	3.72	3.69	3.42	3.70
1.1	8	Instruction: Engaging Students in Learning DPAS (3a)	3.35	3.67	3.65	3.63	3.36	3.84	2.98	3.50	4.07
1.1	8	Instruction: Demonstrating Flexibility and Responsiveness DPAS (3b)	3.35	3.33	3.70	3.58	3.13	3.72	2.80	3.84	3.70
1.1	8	Instruction: Communicating Clearly and Accurately DPAS (3c)	3.13	3.56	3.55	3.73	3.27	3.77	2.97	3.59	3.87
1.1	8	Instruction: Using Questioning and Discussion Techniques DPAS (3d)	3.23	3.27	3.33	3.42	3.25	3.54	2.87	3.00	3.74
1.2	6, 8	Reflection: Using Assessment in Instruction DPAS (3e)	3.29	3.45	3.45	3.56	3.25	3.60	2.98	3.50	3.70
<b>Average for All Criteria</b>			<b>3.51</b>	<b>3.62</b>	<b>3.57</b>	<b>3.62</b>	<b>3.29</b>	<b>3.75</b>	<b>3.07</b>	<b>3.60</b>	<b>3.86</b>

**CAEP Annual Reporting Measures ITP**  
**Measure 2: Indicators of Teacher Effectiveness**  
**Pre-Clinical Experiences/Practica**

**Data Table 4 - Master of Education Elementary Education (Grades K-6)**  
**Practicum I, II and III Formal Observations of Teaching Events**

CAEP Standard	InTASC Standard	Teaching Event Tasks	Fall 2019 Observations #1 and #2 Combined			Spring 2020 Observations #1 and #2 Combined			Fall 2020 Observations #1 and #2 Combined		
			Practicum I n=17	Practicum II n=14	Practicum III n=21	Practicum I n=16	Practicum II n=19	Practicum III n=14	Practicum I n=28	Practicum II n=24	Practicum III n=24
1.1, 1.3	7	Planning and Preparation: Selecting Instructional Goals DPAS (1a)	3.71	3.57	3.58	3.45	3.55	3.75	3.62	3.86	3.54
1.1, 1.3	7	Planning and Preparation: Designing Coherent Instruction DPAS (1b)	3.42	3.36	3.58	3.19	3.48	3.65	3.43	3.68	3.50
1.1	7	Planning and Preparation: Demonstrating Knowledge of Content and Pedagogy DPAS (1c)	3.49	3.36	3.43	3.34	3.37	3.30	3.38	3.55	3.37
1.1	7	Planning and Preparation: Demonstrating Knowledge of Students DPAS (1d)	3.40	3.58	3.92	3.32	3.64	3.75	3.35	3.59	3.73
1.1	6, 7	Planning and Preparation: Designing Student Assessments DPAS (1e)	3.40	3.29	3.44	3.24	3.52	3.48	3.16	3.43	3.44
1.1	3	Classroom Environment: Managing Classroom Procedures DPAS (2a)	3.52	3.36	3.38	3.60	3.44	3.40	3.45	3.68	3.60
1.1	3	Classroom Environment: Managing Student Behavior DPAS (2b)	3.56	3.50	3.43	3.39	3.44	3.40	3.51	3.63	3.52
1.1	3	Classroom Environment: Creating an Environment to Support Learning DPAS (2c)	3.88	3.58	3.43	3.39	3.60	3.68	3.56	3.64	3.43
1.1	3	Classroom Environment: Organizing Physical Space DPAS (2d)	3.54	3.50	3.85	3.57	3.68	3.65	3.43	3.80	3.64
1.1	8	Instruction: Engaging Students in Learning DPAS (3a)	3.95	3.57	3.73	3.32	3.48	3.45	3.27	3.63	3.38
1.1	8	Instruction: Demonstrating Flexibility and Responsiveness DPAS (3b)	3.37	3.08	3.58	3.27	3.36	3.53	3.05	3.52	3.34
1.1	8	Instruction: Communicating Clearly and Accurately DPAS (3c)	3.35	3.29	3.77	3.34	3.40	3.50	3.37	3.63	3.64
1.1	8	Instruction: Using Questioning and Discussion Techniques DPAS (3d)	3.22	3.15	3.39	3.19	3.40	3.30	3.08	3.44	3.26
1.2	6, 8	Reflection: Using Assessment in Instruction DPAS (3e)	3.30	3.22	3.24	3.14	3.56	3.35	3.17	3.47	3.27
<b>Average for All Criteria</b>			<b>3.50</b>	<b>3.38</b>	<b>3.55</b>	<b>3.34</b>	<b>3.50</b>	<b>3.52</b>	<b>3.34</b>	<b>3.61</b>	<b>3.47</b>

**CAEP Annual Reporting Measures ITP**  
**Measure 2: Indicators of Teacher Effectiveness**  
**Pre-Clinical Experiences/Practica**

<b>Data Table 5 - Master of Arts Secondary Education (Grades 7-12)</b>											
<b>Practicum I, II and III Formal Observations of Teaching Events</b>											
CAEP Standard	InTASC Standard	Teaching Event Tasks	Fall 2019 Observations #1 and #2 Combined			Spring 2020 Observations #1 and #2 Combined			Fall 2020 Observations #1 and #2 Combined		
			Practicum I n=5	Practicum II n=19	Practicum III n=10	Practicum I n=8	Practicum II n=10	Practicum III n=10	Practicum I n= 10	Practicum II n=4	Practicum III n=10
1.1, 1.3	7	Planning and Preparation: Selecting Instructional Goals DPAS (1a)	3.59	3.47	3.50	4.00	3.80	3.69	2.90	4.00	3.70
1.1, 1.3	7	Planning and Preparation: Designing Coherent Instruction DPAS (1b)	4.00	3.65	3.50	3.74	3.90	3.69	3.00	3.88	3.60
1.1	7	Planning and Preparation: Demonstrating Knowledge of Content and Pedagogy DPAS (1c)	4.00	3.61	3.60	4.00	3.80	3.75	3.00	4.00	3.40
1.1	7	Planning and Preparation: Demonstrating Knowledge of Students DPAS (1d)	4.00	3.48	3.90	4.10	3.50	3.63	3.30	4.00	3.40
1.1	6, 7	Planning and Preparation: Designing Student Assessments DPAS (1e)	5.59	3.27	3.50	3.90	3.50	3.63	3.00	3.63	3.60
1.1	3	Classroom Environment: Managing Classroom Procedures DPAS (2a)	4.00	3.43	3.60	4.20	3.80	3.69	3.40	4.00	3.60
1.1	3	Classroom Environment: Managing Student Behavior DPAS (2b)	3.84	3.50	3.50	3.94	3.80	3.69	3.70	3.88	3.50
1.1	3	Classroom Environment: Creating an Environment to Support Learning DPAS (2c)	3.84	3.73	3.70	3.90	3.90	3.75	3.40	4.00	3.60
1.1	3	Classroom Environment: Organizing Physical Space DPAS (2d)	4.67	3.46	3.90	4.00	4.00	4.32	3.60	4.50	3.40
1.1	8	Instruction: Engaging Students in Learning DPAS (3a)	3.84	3.77	3.60	3.74	3.70	3.69	3.00	3.88	3.50
1.1	8	Instruction: Demonstrating Flexibility and Responsiveness DPAS (3b)	3.59	3.43	3.30	3.90	3.60	3.50	2.90	3.88	3.30
1.1	8	Instruction: Communicating Clearly and Accurately DPAS (3c)	3.75	3.58	3.70	3.70	3.90	3.82	3.00	4.00	3.50
1.1	8	Instruction: Using Questioning and Discussion Techniques DPAS (3d)	4.09	3.31	3.40	3.64	3.40	3.63	2.60	3.75	3.30
1.2	6, 8	Reflection: Using Assessment in Instruction DPAS (3e)	3.59	3.44	3.50	3.90	3.50	3.63	2.80	3.75	3.30
<b>Average for All Criteria</b>			<b>3.88</b>	<b>3.50</b>	<b>3.59</b>	<b>3.90</b>	<b>3.73</b>	<b>3.72</b>	<b>3.11</b>	<b>3.94</b>	<b>3.48</b>



**CAEP Annual Reporting Measures ITP**  
**Measure 2: Indicators of Teacher Effectiveness**  
**Pre-Clinical Experiences/Practica**

<b>Data Table 6 – Master of Education: Special Education Practicum I, II and III Formal Observations of Teaching Events</b>											
CAEP Standard	InTASC Standard	Teaching Event Tasks	Fall 2019 Observations #1 and #2 Combined			Spring 2020 Observations #1 and #2 Combined			Fall 2020 Observations #1 and #2 Combined		
			Practicum I n =16	Practicum II n =6	Practicum III n 1	Practicum I n=8	Practicum II n=11	Practicum III n=8	Practicum I n=28	Practicum II n=6	Practicum III n=20
1.1	3	Classroom Environment: Managing Classroom Procedures DPAS (2a)	3.82	4.00	3.00	3.47	4.40	3.75	3.83	3.67	4.10
1.1	3	Classroom Environment: Managing Student Behavior DPAS (2b)	3.82	4.00	3.00	3.47	3.90	3.84	3.79	4.00	4.10
1.1	3	Classroom Environment: Creating an Environment to Support Learning DPAS (2c)	3.69	4.00	3.00	3.47	4.55	3.75	3.89	4.00	4.10
1.1	3	Classroom Environment: Organizing Physical Space DPAS (2d)	4.01	4.33	3.00	3.74	4.00	3.91	3.86	4.50	3.70
1.1	8	Instruction: Engaging Students in Learning DPAS (3a)	3.38	4.00	3.00	3.57	3.85	3.75	3.75	3.67	3.85
1.1	8	Instruction: Demonstrating Flexibility and Responsiveness DPAS (3b)	3.44	3.50	3.00	3.37	4.35	4.0	3.57	3.50	3.95
1.1	8	Instruction: Communicating Clearly and Accurately DPAS (3c)	3.38	4.00	3.00	3.37	4.40	3.75	3.54	4.00	4.10
1.1	8	Instruction: Using Questioning and Discussion Techniques DPAS (3d)	2.94	3.33	3.00	3.37	3.70	3.50	3.50	3.34	3.75
1.2	6, 8	Reflection: Using Assessment in Instruction DPAS (3e)	3.25	3.67	3.00	3.37	3.80	3.75	3.54	3.67	3.80
<b>Average for All Criteria</b>			<b>3.53</b>	<b>3.87</b>	<b>3.00</b>	<b>3.47</b>	<b>4.10</b>	<b>3.78</b>	<b>3.70</b>	<b>3.82</b>	<b>3.93</b>