

**Current EPP-wide Assessment Data
Impact on P-12 Student Learning**

Currently, there are three EPP-wide assessments that have one or more rubric rows that focus on the ability of candidates in Ball State University’s Teacher Education Program to impact P-12 learning. These include the:

- 1. Student Teaching Rubric (InTASC)**
- 2. Learning Assessment Module Project (LAMP)**
- 3. Student Teaching Benchmark Conference Rubric**

Featured below are the rubrics along with aggregate data for the last three (3) administrations (semesters) of data for these assessments. Data from future administrations will be added at the end of each semester.

Student Teaching Rubric (InTASC) Rubric

INTASC	Alignment to InTASC	Unsatisfactory	Basic	Proficient	Distinguished
INTASC 1	InTASC 4	Makes content errors, does not correct errors of students or self, or lacks initiative to research content. Is unaware of interdisciplinary approaches to teaching and learning. Demonstrates little	Displays basic content knowledge but cannot articulate connections with other parts of disciplines. Displays limited awareness of interdisciplinary approaches to	Displays solid content knowledge and makes connections between the content and other disciplines. Is very aware of interdisciplinary approaches to teaching and learning and	Takes initiative to locate and teach information beyond traditional text. Seeks to keep abreast of new ideas and understanding in the field. Incorporates interdisciplinary strategies on a regular basis and utilizes the knowledge/skills of colleagues and students to enhance learning.

		attention to multiple perspectives. Content is presented without discussion of its relationship to real experience or other disciplines or cultural norms. Individual differences are ignored.	teaching and learning and incorporates some of these strategies. Demonstrates an awareness of multiple perspectives and opens discussions about subject matter to the class. Strives to include content that dispels stereotypes.	regularly incorporates these strategies. Routinely discusses multiple perspectives in subject matter and includes attention to students' personal, family, and community experiences. Individual differences are respected.	Strategically introduces resources and experiences that challenge the learner's beliefs and assumption about common understandings, thus creating an environment where critical thinking is a habit.
INTASC 2	InTASC 1	Displays minimal or no knowledge of developmental characteristics of age group, and/or uses inappropriate activities and assignments. Displays little understanding of prerequisite knowledge important for student learning	Designs some activities and assignments in a developmentally appropriate way. Does demonstrate some awareness of the importance of prerequisite knowledge; however, is inconsistent in activating students'	Assesses individual and group performance in order to design instruction that meets learners' needs (cognitive, social, emotional, and physical). Consistently helps students make connections between current content and their	Learners are engaged in activities to stimulate their thinking, test ideas / materials, and assume responsibility for shaping their learning tasks (brainstorming, choice activities, opinions / feelings, discussions, etc.). Lessons include deliberate opportunities for students to discover the connections between current content and life experiences. Students see the

		and fails to activate students' prior knowledge.	prior knowledge.	own background and experiences.	purpose and the "big picture."
INTASC 3	InTASC 2	<p>Is unaware of individual learning abilities as all students receive same delivery of instruction and assignment regardless of differences.</p> <p>Uses or seeks no additional resources or supplemental materials for students with individual needs.</p> <p>Conveys only modest expectations for student achievement through instructional goals and activities, interactions, and the classroom environment.</p>	<p>Is aware of the need for adaptations in assignments, time allowed, response modes, etc. and occasionally accommodates these needs for different learners.</p> <p>Has limited knowledge of additional resources and attempts to meet the individual needs of some students (i.e., low-achieving or gifted) by accessing resources.</p> <p>Conveys consistent expectations for student</p>	<p>Demonstrates awareness that lesson plans take into account the needs of various learners. Appropriate adaptations are a routine part of planning and delivery.</p> <p>Routinely utilizes supplemental materials and outside resources with students at both ends of the learning curve.</p> <p>Appropriately challenges students by presenting material at a qualitatively high level.</p>	<p>Articulates clearly individual student goals and expectations. Individualized instruction allows for most students to succeed and be challenged.</p> <p>Actively seeks out resources from the community or professional organizations and utilizes these sources and materials for the benefit of varied learners.</p> <p>Expects students to challenge themselves by providing opportunities for choice in activities and assignments.</p>

			achievement through instructional goals and activities, interactions, and the classroom environment. Instruction is appropriate for the grade level or course.		
INTASC 4	InTASC 5, InTASC 8	Utilizes materials from a teacher's guide only. Book content is read and discussed with no outside materials or resources included. Relies mostly on direct instruction/lecture method and giving assignments. Students are passive learners. No modeling. Primarily serves as "giver of information" in an authoritarian mode of instruction.	Displays limited awareness and/or use of resources available or does not take initiative to obtain materials. Occasionally uses supplemental materials. Written plans and delivery of instruction show evidence of more than one strategy within a lesson and a variety of approaches over	Routinely seeks out multiple resources for teaching, selecting those most appropriate for comprehensiveness and accuracy. Makes a deliberate attempt to allow for multiple ways of learning. Written instructional strategies are effectively incorporated in each lesson based on subject matter and needs of students.	Seeks out and uses resources from professional organizations or through community speakers, study trips, commercial materials, etc. These resources are not just "add-ons" but are fully integrated into a comprehensive curriculum. Facilitates inquiry through carefully planned lessons and involving students at the planning stage. Most students are actively engaged in questioning concepts, developing learning strategies, and problem solving. Motivation is evident.

			<p>time. Students are actively engaged for at least one half of the lesson. Some evidence of modeling.</p> <p>Occasionally facilitates small groups but steps in to problem solve for the students.</p>	<p>Students are actively involved in problem solving and critical thinking with peers in small and large groups when appropriate.</p> <p>Role varies depending on student activities. Expects students to self-direct and problem solve as needed. Facilitates learning.</p>	<p>Demonstrates multiple roles as needed. Students are actively engaged and self-directed, seeking resources, and collaborating with others.</p>
INTASC 5	InTASC 3	<p>Much time is lost during transitions. May be unaware of lost time, does not plan for transitions.</p> <p>Time and materials are inefficiently handled, resulting in loss of instructional time.</p> <p>Directions and procedures are</p>	<p>Transitions are sporadically efficient, resulting in some loss of instructional time.</p> <p>Time and materials are handled moderately well.</p> <p>Directions and procedures are clarified after initial</p>		<p>Transitions are seamless with students assuming some responsibility for efficient operation.</p> <p>Time and materials are handled smoothly and efficiently with no loss of attention or interest. Students assume some responsibility for efficient operation of time and materials.</p>

		<p>confusing to the students.</p> <p>The pacing is too slow or rushed.</p> <p>Performance of non-instructional duties is inefficient. May be inattentive to these duties.</p> <p>Teacher does not attend to positive social relationships. More reprimands than compliments are heard. Rewards may be offered too frequently to motivate students.</p> <p>No standards of conduct appear to have been established, or students are confused as to what the standards are.</p>	<p>student confusion or are excessively detailed.</p> <p>Pacing is inconsistent.</p> <p>Duties are handled fairly efficiently.</p> <p>Students are complimented for appropriate behavior and study habits. Teacher encourages students to appreciate others. Minimal extrinsic rewards offered.</p> <p>Standards of conduct appear to have been established for situations and most students seem to understand them.</p>		<p>Directions and procedures are clear to students. Anticipates possible student misunderstanding, plans, monitors for it.</p> <p>Pacing of the lesson is smooth, timely, and appropriate, allowing for reflection and closure.</p> <p>Systems for performing duties are well established with students mutual respect, support, and inquiry.</p> <p>Standards of conduct for various situations are clear to students and appear to have been developed or revised with student participation.</p> <p>Monitoring is subtle and preventive. Students monitor their own and their peers' behavior in appropriate ways.</p> <p>Response to misbehavior is highly effective Assists students in making appropriate behavior</p>
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		<p>Is unaware of what students are doing, and/or student behavior is not monitored.</p> <p>Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.</p>	<p>Generally aware of student behavior but may miss the activities of some students. May neglect to use positive reinforcement.</p> <p>Attempts to respond to misbehavior but with uneven results.</p>		<p>choices.</p>
INTASC 6	InTASC 3	<p>Speech is inaudible or written language is illegible. Language may contain grammar, syntax, or spelling errors. Vocabulary may be inappropriate, vague, or used incorrectly.</p> <p>Questions are usually of poor quality: low level of thinking or one word responses are accepted.</p>	<p>Speech and written language are clear and correct. Vocabulary is correct, but limited or not appropriate to students' ages or backgrounds.</p> <p>Questions are a combination of low and high quality. Only some invite a thoughtful response. Wait time is inconsistent.</p>	<p>Speech and written language are clear and correct. Vocabulary is appropriate to student's ages and interests.</p> <p>Appropriate variety of questions. Challenges students to justify responses, probing for learner understanding, and helping students articulate ideas.</p>	<p>Oral and written language are correct and expressive with well chosen vocabulary that enriches the lesson.</p> <p>Knows how to ask questions and stimulate discussion in different ways for particular purposes. Promotes risk-taking, divergent thinking, and stimulations of curiosity. Students learn to question.</p> <p>Students assume considerable responsibility for the success of the discussion, initiating topics,</p>

		<p>Interaction is predominantly recitation style, with teacher mediating questions and answers. Only a few participate in the discussion.</p> <p>Limited use of media and/or technology to enhance learning.</p>	<p>Makes some attempts to engage students in a true discussion but with only limited success.</p> <p>Some media and/or technology used, but is inconsistent or of limited quality.</p>	<p>Consistently provides adequate wait time.</p> <p>True discussion occurs with the teacher stepping aside when appropriate. Teacher ensures that all voices are heard in the discussion.</p> <p>Lessons consistently use media and/or technology to add instructional impact and increase learning.</p>	<p>and making unsolicited contributions. Students insure that all voices are heard in the discussion.</p> <p>Takes initiative to integrate new technology formats into curriculum. Quality and depth are consistently strong.</p>
INTASC 7	InTASC 7	<p>Learning activities are not compatible with school and district curriculum and/or do not follow an organized progression.</p> <p>Thoughtful planning is not evident in lessons. Lesson plans are not prepared in a timely</p>	<p>Activities may follow an organized progression but are not completely compatible with the required curriculum.</p> <p>Short-term planning is evident and lessons are</p>	<p>Learning activities are highly relevant to students' needs and match instructional goals. Unit plans are keyed to state/district curriculum.</p> <p>Long-term planning with connections to</p>	<p>Learning activities follow well-organized progression and follow the school / district curriculum requirements.</p> <p>Responds to unanticipated sources of input, evaluates plans in relation to short and long-term goals. Has clear understanding of the "big picture" for planning.</p>

		<p>fashion.</p> <p>Adheres rigidly to an instructional plan even when a change will clearly improve the lesson.</p>	<p>consistently ready on time. There is minimal evidence of long-term planning or connections to past/future teachings.</p> <p>Begins to check for understanding within a lesson. Attempts to adjust a lesson but with mixed results.</p>	<p>past/future teachings is clearly evident and prepared in advance of teaching. Plans are linked to students' needs and performances.</p> <p>Routinely checks for understanding within the lesson. Makes minor adjustments to lessons or units and the adjustments occur smoothly.</p>	<p>Makes major adjustment to plans to meet student needs, interest, and motivation.</p>
INTASC 8	InTASC 6	<p>Uses minimal number of assessments or only commercially prepared tests. Methods of assessments not consistent with instructional goals.</p> <p>Assessment results affect lesson planning only minimally.</p>	<p>Some instructional goals are assessed but not all. Gathering of assessment data is more frequent and begins to use performance-based measures.</p> <p>Uses assessment results to plan for the class as a</p>	<p>Data on student progress is gathered in multiple ways such as observations, portfolios, teacher-made tests, performance tasks, student self-assessment and standardized tests.</p> <p>Assessment results are used to adjust</p>	<p>Involves learners in self-assessment activities to foster awareness of their strengths / needs and to set personal goals for learning.</p> <p>A deliberate attempt is made to assess instructional goals for the sole purpose of determining the next steps in instruction for individuals, small groups, and the whole class.</p>

		<p>Criteria for evaluation is not predetermined on paper. Feedback is not provided in a timely manner or is of poor quality.</p> <p>Numerous errors in scoring of student work. Assessment records are in disarray or not up-to-date resulting in errors and confusion.</p>	<p>whole.</p> <p>Feedback to students is timely but may only be minimal (just a score). Learners are not made aware of performance criteria in advance.</p> <p>Scoring of papers and written records are adequate but require frequent monitoring to avoid errors.</p>	<p>plans for individuals and small groups.</p> <p>Learners are given evaluation criteria in advance (rubrics, point systems, etc.). Feedback includes qualitative comments to highlight strengths or needs.</p> <p>System for scoring and recording data is fully effective and up-to-date.</p>	<p>Learners are involved in setting criteria for evaluation. Feedback is individualized and includes personal goal setting. Descriptive rubrics are created and shared with students.</p> <p>System is highly effective and students are involved in collection and summarizing of data.</p>
INTASC 9	InTASC 9	<p>Does not know whether a lesson was effective or achieved its goals. Profoundly misjudges the success of a lesson.</p> <p>Perceptions are often inaccurate. Does not accept constructive criticism well.</p> <p>Little interaction with</p>	<p>Generally accurate impression of a lesson's success. Offers vague, general suggestions for improvement or is dependent on supervisors for ideas. Open to suggestions.</p> <p>Maintains</p>	<p>Can accurately determine whether a lesson has met the stated goals and cites references about how it may be improved. Is committed to reflection, self-assessment and learning as an ongoing process.</p>	<p>Is able to critically analyze a lesson weighing the relative strength of the weak areas. Offers alternative actions complete with probable successes with different approaches. Actively seeks constructive criticism.</p> <p>Routinely shares materials, resources, ideas with colleagues. May volunteer to organize tasks</p>

		<p>colleagues or relationships are negative, self-serving or unprofessional.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities (attire, mannerisms, communications). Does not complete student teaching requirements.</p>	<p>professional cordial relationships with school staff and attends required meetings.</p> <p>Participates in professional activities that are provided. Conducts him/herself in a professional student teacher manner most of the time. Some student teaching requirements are not completed appropriately.</p>	<p>Welcomes constructive criticism.</p> <p>Seeks opportunities to work with colleagues to learn and grow professionally. Is willing to give and receive help.</p> <p>Consistently demonstrates professionalism in appearance/ manners. Actively seeks out professional literature, colleagues, conferences mentors, etc. to grow professionally. Student teaching requirements are completed with quality and depth.</p>	<p>or take the lead with activities within a department/team or at the school level.</p> <p>Demonstrates levels of leadership on a team or with the faculty. May include: sharing new knowledge / skills, conducting / sharing action research in the classroom, making presentations to faculty, fully coordinating events such as study trips, teaching after school enrichment classes.</p>
INTASC 10	InTASC 10	Avoids becoming	Participates in	Volunteers to	Frequently seeks opportunities

		<p>involved in school/district projects and events.</p> <p>Does not readily observe or identify clues to student distress, special needs, etc. Does not honor confidential information about students.</p> <p>Provides minimal information to parents or is insensitive to parent concerns about students. Does not make an effort to get involved with parents.</p>	<p>school / district events medical intervention, etc.) but does not communicate concerns with classroom teacher. Respects the privacy of students and confidentiality of information.</p> <p>Adheres to the existing formats for communications with parents. Needs to be reminded to communicate with individual Student's parents.</p>	<p>participate in more than one activity and makes substantial contributions. Participates as much as possible as a full staff member.</p> <p>Is concerned about all aspects of a child's wellbeing (cognitive, emotional, social, and physical), and is alert to signs of difficulty.</p> <p>Takes steps to stop discrimination or harassment among students.</p> <p>Teams with the teacher to communicate with parents about their child's progress (both positive and negative) on a</p>	<p>to volunteer for activities outside of own classroom or creates activities such as enrichment / remedial classes for students outside of regular school day. Values his/her role in making the entire school a productive learning environment.</p> <p>Is persistent in seeking to end discriminatory activity or harassment among students. Also, teams with the classroom teacher to obtain support services.</p> <p>Demonstrates initiative in creating new avenues for connections/communications with families. This may include: family learning projects, a new or different type of class newsletter, utilizing parents in class projects.</p>
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				regular basis and openly welcomes parents to the classroom. Responses to parent concerns are handled with great sensitivity.	
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Student Teaching Rubric (InTASC) Data

Rubric Row	Alignment to InTASC	Administrations (Semester)	'N'	Mean and Range	Unsatisfactory 'N' (%)	Basic 'N' (%)	Proficient 'N' (%)	Distinguished 'N' (%)
INTASC 1	InTASC 5	Spring 2016	207	8.433 (5-10)	0	13 (6.3%)	104 (50.2%)	90 (43.5%)
		Fall 2016	88	8.38 (5-10)	0	14 (15.9%)	45 (33%)	45 (51%)
		Spring 2017	234	8.81 (5-10)	0	5 (2.14%)	101 (43.16%)	128 (54.7%)
INTASC 2	InTASC 1	Spring 2016	207	8.372 (5-10)	0	18 (8.7%)	99 (47.8%)	91 (43.9%)
		Fall 2016	88	8.18 (5-10)	0	19 (21.6%)	26 (29.5%)	43 (49%)
		Spring 2017	234	8.47 (5-10)	0	15 (6.41%)	113 (48.29%)	106 (45.3%)
INTASC 3	InTASC 2	Spring 2016	207	8.057 (5-10)	0	19 (9.2%)	96 (46.4%)	88 (42.5%)

		Fall 2016	88	8.38 (5-10)	0	10 (11.4%)	37 (42%)	41 (47%)
		Spring 2017	234	8.34 (5- 10)	0	16 (6.84 %)	123 (52.56 %)	95 (40.6 %)
INTASC 4	InTASC 5, InTASC 8	Spring 2016	207	8.532 (5-10)	0	15 (7.2%)	88 (42.5%)	104 (50.2%)
		Fall 2016	88	8.21 (5-10)	0	13 (14.8%)	37 (42%)	38 (43%)
		Spring 2017	234	8.79 (5- 10)	0	10 (4.27 %)	93 (39.74 %)	131 (55.98 %)
INTASC 5	InTASC 3	Spring 2016	207	8.138 (2-10)	1 (0.1%)	17 (8.2%)	99 (47.8%)	92 (44.4%)
		Fall 2016	88	8.01 (5-10)	0	16 (18.2%)	38 (43%)	34 (39%)
		Spring 2017	234	8.41 (5- 10)	0	11 (4.7 %)	127 (54.27 %)	96 (41.03 %)
INTASC 6	InTASC 3	Spring 2016	207	8.070 (2-10)	1 (0.1%)	19 (9.2%)	114 (55.1%)	73 (35.3%)
		Fall 2016	88	7.95 (5-10)	0	17 (19.3%)	38 (43%)	33 (38%)
		Spring 2017	234	8.21 (5- 10)	0	16 (6.84 %)	136 (58.12 %)	82 (35.04 %)
INTASC 7	InTASC 7	Spring 2016	207	8.233 (2-10)	1 (0.1%)	16 (7.7%)	89 (43%)	101 (48.8%)
		Fall 2016	88	8.41 (5-10)	0	10 (11.4%)	36 (40.9%)	42 (48%)

		Spring 2017	234	8.78 (5-10)	0	10 (4.27 %)	94 (40.17 %)	130 (55.56 %)
INTASC 8	InTASC 6	Spring 2016	207	8.208 (2-10)	0	17 (8.2%)	92 (44.4%)	104 (50.2%)
		Fall 2016	88	8.15 (5-10)	0	17 (19.3%)	31 (35.2%)	40 (45%)
		Spring 2017	234	8.75 (5-10)	0	8 (3.42 %)	101 (43.16 %)	125 (53.42 %)
INTASC 9	InTASC 9	Spring 2016	207	8.480 (2-10)	1 (0.1%)	16 (7.7%)	72 (34.8%)	116 (56%)
		Fall 2016	88	8.52 (5-10)	0	10 (11.4%)	32 (36.4%)	46 (52%)
		Spring 2017	234	8.64 (5-10)	0	10 (4.27 %)	107 (45.73 %)	117 (50 %)
INTASC 10	InTASC 10	Spring 2016	207	8.031 (5-10)	0	17 (8.2%)	92 (44.4%)	95 (45.9%)
		Fall 2016	88	8.24 (5-10)	0	14 (15.9%)	34 (38.6%)	40 (45%)
		Spring 2017	234	8.59 (5-10)	0	12 (5.13 %)	108 (46.15 %)	114 (48.72 %)

Learning Assessment Module Project (LAMP) Rubric

Rubric Row	InTASC Alignment	Unsatisfactory	Basic	Proficient	Distinguished
Unit Plan					

Content Standards	4c, 4n, 4j, 4l, 7a, 7g	Does not use an Indiana academic standard from the primary content area.	Uses one academic standard from the primary content area	Uses two or more academic standards from the primary content area	In addition to identifying the Indiana Academic Standards, applicable National Content Standards are also addressed
Additional Academic Standards	4c, 4n, 4j, 4l, 7a 7g	Does not include an Indiana Academic standard from a second content area	Uses one standard from a second content area. Unit is clearly interdisciplinary	Uses two or more standards from one or more additional content areas. Unit is clearly interdisciplinary	Unit is clearly interdisciplinary and addresses both state and national standards from primary and as well as additional content areas.
Developmental Appropriateness of Unit	1a, 1b, 1f, 2a, 2b, 2l, 6h, 6p	Does not accommodate for development differences. The classroom tasks are not well articulated and do not engage all students.	Limited accommodation for lower or advanced differences. The classroom tasks are well articulated but focus on procedures and do not engage all students. .	Limited accommodation for lower and advanced differences. The tasks are well articulated and engage all students.	Significant accommodations for all developmental differences. The tasks are well articulated, appropriate for the content area and engage and challenge all students
Authentic (Real Life) Skills	5b, 5f, 5d, 5g	Does not identify an authentic skill. There are no opportunities for students to engage in problem solving.	Identifies one authentic skill. There are opportunities for students to engage in problem solving to apply and practice learned content area skills.	Identifies two authentic skills. There are opportunities for students to engage in problem solving to develop new content area skills and concepts.	Identifies three or more authentic skills. There are opportunities for students to apply and adapt a variety of strategies to solve problems, build new content area knowledge

					and monitor and reflect on the process.
Instructional Strategies	7c, 8a, 8c, 8h, 8i	Identifies one instructional strategy.	Identifies two instructional strategies. There are some opportunities for students to demonstrate content knowledge beyond the formal assessments.	Identifies two instructional strategies. There are multiple opportunities for students to communicate their content area thinking	Identifies three or more instructional strategies. Students have multiple opportunities to communicate their content area thinking.
Technology and/or Media	8r, 8g, 8a	No technology and/or media present in unit. Does not provide opportunities for students to use technology.	Technology and/or media are not age appropriate, engaging, or do not enhance student learning. Provides limited opportunities for students to use technology.	Technology and/or media use is engaging, age appropriate, and beneficial to student learning. Provides opportunities for students to use technology.	Technology and/or media use is engaging, age appropriate and beneficial to student learning and fosters active inquiry and higher-level thinking skills. Provides multiple opportunities for students to actively use technology.
Development of Unit Plan	7c, 7f, 9o	Content and grammatical errors are present in the unit plan and supporting materials	Content and grammatical errors are not present but unit plan only addresses factual information.	Content and grammatical errors not present and unit plan focuses on understanding of concepts as well as procedures in the	Unit Plan focuses on development of understanding of the content area and develops connections between conceptual and procedural knowledge.

Assessment Component					
Validity	7a, 4n, 4c	Does not address an Indiana academic standard	Addresses one Indiana academic standard	Addresses two or more Indiana academic standards	Addresses Indiana Academic Standards AND clearly identifies the standards from the appropriate national organization.
Reliability	6a, 6b, 6g	Pre- and post-tests are not aligned in content nor in difficulty. Tests do not include appropriate representations (words, symbols, diagrams, graphs, tables, etc.)?	Pre- and post-tests are aligned in content or difficulty. Some use of appropriate representations.	Pre- and post-tests are aligned in content and difficulty. Representations are clear and appropriate.	Pre- and post-tests are aligned in content and difficulty. Representations are clear and appropriate. Students have the opportunity to explain their thinking.
Objective Test Items (MC, T/F, Matching, Fill-in-the-blank)	6a, 6b, 6g, 6l, 6p	Does not include a variety of test items and/or items are developmentally inappropriate and/or poorly constructed. Alignment with Indiana academic	Includes a variety of test items but some items may be developmentally inappropriate or poorly constructed. Alignment with Indiana academic standards is not evident.	Includes a balance of developmentally appropriate and well-constructed test items. Alignment with Indiana academic standards is evident.	Includes a balance of developmentally appropriate and well-constructed test items designed to measure higher order thinking skills. Alignment with Indiana academic standards is evident.

		standards is not evident.			
Other Quantifiable Measures (short answer, essay, performance)	6a, 6b, 6g, 6l, 6p	No quantifiable assessment and/or no established criteria for assessment	Quantifiable assessment is developmentally inappropriate or poorly constructed and/or criteria is vague	Quantifiable assessment is developmentally appropriate and well-constructed with clear and specific criteria. Students are asked to explain their thinking in the content area.	Quantifiable assessment is developmentally appropriate, well-constructed and measures higher order thinking skills and/or application of knowledge/skills. Clear and specific criteria is present. Students are asked for written/oral explanation of their reasoning.
Testing Accommodations for Students with Special Needs	6 g, 6g, 6p. 6f, 6u	Testing accommodations required by IEPs, but not made	Testing accommodations made only for students with IEPs	Testing accommodations made based on student needs only as outlined in IEPs, but available to all students.	Multiple testing accommodations made based on student needs in addition to those required for students with IEPs
Criteria for Mastery	4n, 7a, 7g	No criteria present	Criteria present but vague or inappropriate	Specific and appropriate criteria present	Specific and appropriate criteria present and student teacher can clearly articulate the basis for the criteria.
Content Assessment	4n, 6a, 7a, 7g	Does not assess appropriate ideas	Does not assess a balance of	Assesses a balance of conceptual	Assesses a balance of conceptual

		underlying the relevant Indiana standards and indicators. Does not use formative and summative assessments. Assessments are not developmentally appropriate.	conceptual understanding, procedural proficiency, and factual knowledge underlying the relevant Indiana standards. Does not include both formative and summative assessments, and assessments may not be developmentally appropriate.	understanding, procedural proficiency, and factual knowledge underlying the relevant Indiana standards via formative and summative assessments, however not all assessments are developmentally appropriate.	understanding, procedural proficiency, and factual knowledge underlying the relevant Indiana standards via both summative and formative assessments. All assessments are developmentally appropriate.
Student Learning					
Student Learning Graphs	6b, 6c, 6g, 6l	No graphs present	Some graphs are present	Most graphs are present, correctly labeled and easily interpreted.	All graphs are present, correctly labeled and easily interpreted.
Interpretation of Pretest Performance	6b, 6c, 6g, 6l	Interpretation is missing or does not accurately reflect data. Analysis or information does not address student's content	Interpretation reflects whole class performance for pretest and for separate standards. Analysis describes content understanding that	Interpretation also addresses individual student performance for pretest and for separate standards. Analysis reflects only students' content area understanding as	Interpretation includes both whole class and individual student performance on the whole pretest and separate standards. Analysis reflects critical thinking in relation to

		area understanding.	is not depicted in the graph.	depicted in the graphs.	students' content area understanding.
Rationale for Instructional Modifications Based on Pretest Analysis	6b, 6c, 6g, 6l	No rationale presented for modifications or lack of modifications	Rationale based on whole class pretest performance on whole test	Rationale reflects differences in specific student performance or differences for the whole class on separate standards	Rationale reflects differences in specific student performance and differences for the whole class on separate standards
Interpretation of Project Performance	6b, 6c, 6g, 6l	Interpretation does not accurately reflect data. Analysis does not address students' content area understanding,	Interpretation reflects whole class performance. Analysis describes content area understanding that is not depicted in the graph.	Interpretation reflects whole class and either specific student performance on the project or whole class performance on rubric elements. Analysis describes content area understanding.	Interpretation reflects whole class and specific student performance on the project and whole class performance on each project rubric element. Analysis describes content area understanding.
Interpretation of Post-Test Performance	6b, 6c, 6g, 6l	Interpretation does not accurately reflect data. Analysis does not address students' content area understanding,	Interpretation reflects whole class performance. Analysis does not identify individual differences in content area understanding.	Interpretation reflects whole class and either compares specific student performance on the pretest and post-test or class performance on separate standards. Analysis reflects students' knowledge of individual content area concepts.	Interpretation reflects whole class and specific student performance on the post-test and class performance on each element. Analysis reflects critical thinking in relationship to students' knowledge of content area concepts.

Analysis of Instructional Approaches	8a, 8c	No or inappropriate rationale presented.	Analysis reflects limited understanding of strengths and/or weaknesses of instructional approaches	Analysis reflects adequate critical thinking regarding strengths and/or weaknesses of instructional approaches	Analysis reflects substantial critical thinking regarding strengths and/or weaknesses of instructional approaches
Project Rubric					
Standards Addressed within the Rubric	4n, 7a, 7g	Rubric does not address an Indiana academic standard	Addresses an Indiana academic standard but inadequately weights standard relative to other aspects of the project	Adequately weights an Indiana academic standard addressed in the project	Adequately addresses an Indiana academic standard and the standards of the relevant national organization.
Procedures and Mechanics within the Rubric	9o	Does not address procedures nor mechanics for the finished project	Rubric addresses procedures or mechanics for the finished project	Rubric addresses procedures and mechanics for the finished project	Rubric addresses procedures and mechanics and are developmentally appropriate.
Rubric Construction	6b, 9o	Rubric elements are combined and/or not objective worded and/or do not address the elements of the	Rubric elements are combined or not objectively worded	Rubric elements are separate and objective	Rubric elements are separate and objective and developmentally appropriate.

		specific project			
Criteria for Mastery	4n, 7g	No criteria for mastery present	Criteria for mastery is present, but vague or inappropriate	Specific and appropriate criteria for mastery is present	Specific and appropriate criteria are present and clearly communicated to the students.

Learning Assessment Module Project (LAMP) Data

Rubric Row	InTASC Alignment	Administrations (Semester)	'N'	Mean and Range	Unsatisfactory 'N' (%)	Basic 'N' (%)	Proficient 'N' (%)	Distinguished 'N' (%)
Unit Plan								
Content Standards	4c, 4n, 4j, 4l, 7a, 7g	Spring 2016	207	3.448 (2-4)	0	3 (1.4%)	101 (48.8%)	103 (49.8%)
		Fall 2016	93	3.39 (2-4)	0	1 (1.1%)	55 (59.1%)	37 (40%)
		Spring 2017	233	3.49 (2-4)	0	5 (2.15 %)	108 (46.35 %)	120 (51.5 %)
Additional Academic Standards	4c, 4n, 4j, 4l, 7a 7g	Spring 2016	207	3.141 (0-4)	3 (0.1%)	15 (0.7%)	108 (52.2%)	76 (36.7%)
		Fall 2016	93	3.15 (0-4)	1 (1.1%)	7 (7.5%)	61 (65.6%)	24 (26%)
		Spring 2017	230	3.32 (1-4)	3 (1.3 %)	20 (8.7 %)	107 (46.52 %)	100 (43.48 %)
Developmental Appropriateness of Unit	1a, 1b, 1f, 2a, 2b, 2l, 6h, 6p	Spring 2016	207	3.212 (2-4)	0	14 (0.7%)	83 (40%)	110 (53.1%)
		Fall 2016	93	3.40 (0-4)	1 (1.1%)	9 (9.7%)	34 (36.6%)	49 (53%)

		Spring 2017	233	3.58 (1-4)	1 (0.43 %)	9 (3.86 %)	77 (33.05 %)	146 (62.66 %)
Authentic (Real Life) Skills	5b, 5f, 5d, 5g	Spring 2016	207	3.280 (2-4)	0	11 (0.5%)	78 (37.7%)	118 (57%)
		Fall 2016	93	3.49 (0-4)	1 (1.1%)	6 (6.5%)	31 (33.3%)	55 (59%)
		Spring 2017	233	3.61 (2-4)	0	14 (6.01 %)	63 (27.04 %)	156 (66.95 %)
Instructional Strategies	7c, 8a, 8c, 8h, 8i	Spring 2016	207	3.544 (2-4)	0	6 (0.2%)	63 (30.4%)	138 (66.7%)
		Fall 2016	93	3.63 (2-4)	0	10 (10.8%)	14 (15.1%)	69 (74%)
		Spring 2017	233	3.72 (1-4)	2 (0.86 %)	5 (2.15 %)	49 (21.03 %)	177 (75.97 %)
Technology and/or Media	8r, 8g, 8a	Spring 2016	207	3.267 (0-4)	2 (0.1%)	13 (0.6%)	92 (44.4%)	100 (43.3%)
		Fall 2016	93	3.33 (0-4)	1 (1.1%)	11 (11.8%)	36 (38.7%)	45 (48%)
		Spring 2017	233	3.5 (2-4)	0	10 (4.29 %)	96 (41.2 %)	127 (54.51 %)
Development of Unit Plan	7c, 7f, 9o	Spring 2016	207	3.378 (0-4)	1 (0.1%)	4 (0.2%)	79 (38.2%)	123 (59.4%)
		Fall 2016	93	3.54	2 (2.2%)	4 (4.3%)	27 (29%)	60 (65%)
		Spring 2017	232	3.67 (1-4)	2 (0.86 %)	7 (3.02 %)	56 (24.14 %)	167 (71.98 %)
Assessment Component								
Validity	7a, 4n, 4c	Spring 2016	207	3.238 (2-4)	0	11 (0.5%)	115 (55.6%)	81 (39.1%)

		Fall 2016	93	3.38 (2-4)	0	4 (4.3%)	50 (53.8%)	39 (42%)
		Spring 2017	231	3.46 (2-4)	0	4 (1.73 %)	117 (50.65 %)	110 (47.62 %)
Reliability	6a, 6b, 6g	Spring 2016	207	3.155 (2-4)	0	12 (0.6%)	110 (53.1%)	85 (41.1%)
		Fall 2016	93	3.38 (2-4)	0	8 (8.6%)	42 (45.2%)	43 (46%)
		Spring 2017	232	3.53 (1-4)	1 (0.43 %)	8 (3.45 %)	89 (38.36 %)	134 (57.76 %)
Objective Test Items (MC, T/F, Matching, Fill-in-the-blank)	6a, 6b, 6g, 6l, 6p	Spring 2016	207	3.249 (0-4)	1 (0.1%)	14 (0.7%)	92 (44.4%)	100 (43.3%)
		Fall 2016	93	3.39 (2-4)	0	9 (9.7%)	39 (41.9%)	45 (48%)
		Spring 2017	231	3.55 (1-4)	1 (0.43 %)	9 (3.9 %)	83 (35.93 %)	138 (59.74 %)
Other Quantifiable Measures (short answer, essay, performance)	6a, 6b, 6g, 6l, 6p	Spring 2016	207	3.100 U - D	3 (1.4%)	18 (0.9%)	102 (49.3%)	81 (39.1%)
		Fall 2016	93	3.31 (2-4)	0	12 (12.9%)	36 (38.7%)	44 (47%)
		Spring 2017	231	3.44 (1-4)	1 (0.43 %)	8 (3.46 %)	111 (48.05 %)	111 (48.05 %)
Testing Accommodations for Students with Special Needs	6 g, 6g, 6p. 6f, 6u	Spring 2016	207	3.087 (2-4)	0	20 (9.7%)	96 (46.4%)	84 (40.6%)
		Fall 2016	92	3.02 (0-4)	1 (1.1%)	17 (18.5%)	32 (34.8%)	37 (40%)
		Spring 2017	224	3.38 (1-4)	2 (0.89 %)	19 (8.48 %)	96 (42.86 %)	107 (47.77 %)
Criteria for Mastery	4n, 7a, 7g	Spring 2016	207	3.202	1 (0.1%)	14 (0.7%)	82 (39.6%)	110 (53.1%)

				(0-4)				
		Fall 2016	92	3.24 (0-4)	1 (1.1%)	14 (15.2%)	38 (41.3%)	39 (42%)
		Spring 2017	233	3.55 (1-4)	3 (1.29 %)	10 (4.29 %)	77 (33.05 %)	143 (61.37 %)
Content Assessment	4n, 6a, 7a, 7g	Spring 2016	207	3.408 (2-4)	0	8 (0.4%)	78 (37.7%)	121 (58.5%)
		Fall 2016	92	3.49 (2-4)	0	5 (5.4%)	37 (40.2%)	50 (54%)
		Spring 2017	233	3.65 (1-4)	2 (0.86 %)	6 (2.58 %)	64 (27.47 %)	161 (69.1 %)
Student Learning								
Student Learning Graphs	6b, 6c, 6g, 6l	Spring 2016	207	3.186 (0-4)	2 (0.1%)	11 (0.5%)	71 (34.3%)	123 (59.4%)
		Fall 2016	92	3.48 (0-4)	1 (1.1%)	5 (5.4%)	26 (28.3%)	58 (63%)
		Spring 2017		232	3.66 (2-4)	0	17 (7.33 %)	44 (18.97 %)
Interpretation of Pretest Performance	6b, 6c, 6g, 6l	Spring 2016	207	3.145 (0-4)	1 (0.1%)	20 (9.7%)	93 (44.9%)	93 (44.9%)
		Fall 2016	92	3.18 (0-4)	3 (3.3%)	9 (9.8%)	45 (48.9%)	35 (38%)
		Spring 2017		232	3.4 (1-4)	4 (1.72 %)	25 (10.78 %)	78 (33.62 %)
Rationale for Instructional Modifications Based on Pretest Analysis	6b, 6c, 6g, 6l	Spring 2016	207	2.963 (2-4)	0	26 (12.6%)	104 (50.2%)	77 (37.2%)
		Fall 2016	92	3.05 (0-4)	2 (2.2%)	13 (14.1%)	49 (53.3%)	27 (29%)

		Spring 2017		230	3.36 (1-4)	2 (0.87 %)	32 (13.91 %)	78 (33.91 %)
Interpretation of Project Performance	6b, 6c, 6g, 6l	Spring 2016	207	3.079 (0-4)	1 (0.1%)	23 (11.1%)	100 (43.3%)	82 (39.6%)
		Fall 2016	92	3.21 (0-4)	2 (2.2%)	8 (8.7%)	45 (48.9%)	36 (39%)
		Spring 2017	230	3.3 (1-4)	5 (2.17 %)	24 (10.43 %)	97 (42.17 %)	104 (45.22 %)
Interpretation of Post-Test Performance	6b, 6c, 6g, 6l	Spring 2016	207	3.130 (0-4)	1 (0.1%)	21 (10.1%)	89 (42.9%)	95 (45.9%)
		Fall 2016	92	3.16 (0-4)	3 (3.3%)	9 (9.8%)	47 (51.1%)	33 (36%)
		Spring 2017	229	3.33 (1-4)	2 (0.87 %)	28 (12.23 %)	91 (39.74 %)	108 (47.16 %)
Analysis of Instructional Approaches	8a, 8c	Spring 2016	207	3.116 (0-4)	1 (0.1%)	17 (0.8%)	104 (50.2%)	84 (40.6%)
		Fall 2016	92	3.23 (0-4)	3 (3.3%)	11 (12%)	37 (40.2%)	41 (45%)
		Spring 2017	233	3.42 (2-4)	0	24 (10.3 %)	88 (37.77 %)	121 (51.93 %)
Project Rubric								
Standards Addressed within the Rubric	4n, 7a, 7g	Spring 2016	207	3.319 (0-4)	2 (0.1%)	14 (0.7%)	97 (46.9%)	94 (45.4%)
		Fall 2016	92	3.21 (0-4)	3 (3.3%)	8 (8.7%)	45 (48.9%)	36 (39%)
		Spring 2017	230	3.4 (1-4)	5 (2.17 %)	8 (3.48 %)	106 (46.09 %)	111 (48.26 %)
	9o	Spring 2016	207	3.225 (2-4)	0	16 (0.8%)	89 (42.9%)	102 (49.3%)

Procedures and Mechanics within the Rubric		Fall 2016	92	3.33 (0-4)	1 (1.1%)	16 (17.4%)	26 (28.3%)	49 (53%)
		Spring 2017	232	3.7 (1-4)	3 (1.29 %)	8 (3.45 %)	45 (19.4 %)	176 (75.86 %)
Rubric Construction	6b, 9o	Spring 2016	207	3.449 (0-4)	1 (0.1%)	9 (0.4%)	83 (40%)	114 (55.1%)
		Fall 2016	92	3.35 (0-4)	3 (3.3%)	10 (10.9%)	28 (30.4%)	51 (55%)
		Spring 2017	231	3.74 (1-4)	2 (0.87 %)	6 (2.6 %)	43 (18.61 %)	180 (77.92 %)
Criteria for Mastery	4n, 7g	Spring 2016	207	3.413 (2-4)	0	14 (0.7%)	74 (35.7%)	119 (57.5%)
		Fall 2016	92	3.35 (0-4)	1 (1.1%)	14	28 (30.4%)	49 (53%)
		Spring 2017	232	3.59 (1-4)	3 (1.29 %)	11 (4.74 %)	65 (28.02 %)	153 (65.95 %)

Student Teaching Benchmark Conference Rubric

The Student Teaching Benchmark Conference rubric is subject to the following:

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Rubric Row	Unsatisfactory	Basic	Proficient	Distinguished
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Standard 1: The Teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

<p>Demonstrates understanding of developmental characteristics of learners</p>	<p>Displays minimal or no knowledge of developmental characteristics of age group, and/or uses inappropriate activities and assignments.</p>	<p>Designs some activities and assignments in a developmentally appropriate way.</p>	<p>Routinely designs activities and assignments in developmentally appropriate ways.</p>	<p>Candidate engages learners in activities to stimulate their thinking, test ideas/materials, and assume responsibility for shaping their learning tasks (brainstorming, choice, activities, opinions/feelings, performances, artistic creations, products, discussions, etc.) that are developmentally appropriate and sufficiently differentiated across learners.</p>
<p>Activates prior knowledge and experiences</p>	<p>Displays little understanding of prerequisite knowledge important for student learning and fails to activate learners' prior knowledge.</p>	<p>Demonstrates some awareness of the importance of prerequisite knowledge, however, is inconsistent in</p>	<p>Consistently helps learners make connections between current content and their own background and experiences.</p>	<p>Lessons include deliberate opportunities for learners to discover and apply the connections between current content and life experiences.</p>

		activating learners' prior knowledge.		
Implements developmentally appropriate and challenging experiences	Does not demonstrate an understanding of learner development or the ability to design appropriate experiences predicated on the needs of learners.	Demonstrates an understanding of learner development and often implements appropriate experiences for learners predicated on that understanding.	Demonstrates an understanding of learner development and routinely designs and implements developmentally appropriate experiences for learners.	Demonstrates an understanding of learner development and designs and consistently implements challenging learning experiences predicated on that understanding.
Standard 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.				
Teaches to individual learners in an inclusive environment	Is unaware of individual learning abilities as all learners receive same delivery of instruction and assignment regardless of differences.	Is aware of the need for adaptations in assignments, time allowed, response modes, etc. and occasionally accommodates these needs for different learners.	Demonstrates awareness that lesson plans take into account the needs of various learners. Appropriate adaptations are a routine part of planning and delivery.	Clearly articulates individual learner goals and expectations. Individualizes instruction allowing for most learners to succeed and be challenged.
Selects resources to				

<p>meet range of individual needs</p>	<p>Does not seek and/or use additional resources or supplemental materials for learners' individual needs.</p>	<p>Has limited knowledge and little enthusiasm to seek out additional resources. Only attempts to meet the individual needs of some learners (i.e., low-achieving or gifted) by accessing resources.</p>	<p>Routinely utilizes supplemental materials and outside resources with all learners at all levels.</p>	<p>Actively seeks out resources from the community, professional organizations, or professional colleagues and utilizes these sources and materials for the benefit of varied learners.</p>
<p>Establishes high expectations for learning and achievement</p>	<p>Conveys only modest expectations for learner achievement through instructional goals and activities, interactions, and the classroom environment.</p>	<p>Conveys expectations for learner achievement through instructional goals and activities, interactions, and the classroom environment. Instruction is appropriate</p>	<p>Routinely challenges individual learners by presenting differentiated instruction that creates opportunities for the learner to grow.</p>	<p>Consistently creates opportunities for learners to be challenged by offering differentiated choices in activities and assignments.</p>

		for the grade level or course.		
Standard 3A: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.				
Management of transitions	Much time is lost during transitions. May be unaware of lost time, does not plan for transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions, both physical and cognitive, occur smoothly with little loss of instructional time. Specific procedures are taught and used effectively.	Physical and cognitive transitions are seamless with learners assuming some responsibility for efficient use of time with little teacher redirection.
Management of time and materials	Time and materials are inefficiently handled, resulting in loss of instructional time.	Time and materials are handled moderately well resulting in some loss of instructional time.	Time and materials are handled smoothly with little loss of instructional time or interest.	Time and materials are handled smoothly and efficiently with no loss of attention or interest. Learners assume some responsibility for efficient operation of time and materials.
Directions and procedures	Directions and procedures are	Directions and procedures are	Directions and procedures are clear	Directions and procedures are clear

	confusing to the learners.	clarified after initial learner confusion or are excessively detailed.	to learners and contain an appropriate level of detail. Frequently checks for understanding.	to learners. Anticipates possible learner misunderstanding, and plans and monitors for it.
Pacing	The pacing is too slow or rushed.	Pacing is inconsistent.	Pacing is consistent. Teacher adapts pace by monitoring learners.	Pacing of lessons are smooth, timely, and appropriate, allowing for reflection and closure.
Standard 3B: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.				
Positive climate for intrinsic motivation	Teacher does not attend to positive social relationships. More reprimands than compliments are used. Rewards may be offered too frequently to motivate learners.	Attempts are made to develop positive social relationships with limited success. Learners are complimented for appropriate behavior and study habits. Teacher encourages	Classroom environment reflects positive social relationships. Learners are actively engaged. Extrinsic rewards are not necessary to motivate learners. Teacher clearly shows a caring attitude toward all learners.	Teacher helps the group develop shared values and expectations for interactions and academic discussions creating a positive classroom climate.

		<p>learners to appreciate others. Depends on extrinsic rewards to motivate learners.</p>		
<p>Positive climate for collaborative learning and social interaction</p>	<p>Teacher does not create opportunities for social interaction and/or collaborative learning.</p>	<p>Teacher inconsistently includes opportunities for social interaction and collaborative learning experiences for the classroom. The teacher attempts to create a positive classroom community.</p>	<p>Teacher establishes a positive classroom climate in which learners participate through collaborative and social activities to enhance their engagement on a regular basis.</p>	<p>Learners regularly participate in social and collaborative experiences that are intentional and carefully designed by the teacher. Learners express a joy for learning with their peers and motivation to problem solve with their peers. Social interaction and collaboration extends beyond lessons and a general sense of positivity is felt throughout the classroom.</p>

Establishing expectations for conduct	Is unaware of what learners are doing, and/or learner conduct is not monitored.	Generally aware of learner conduct but may miss the activities of some learners. May neglect to use positive reinforcement or appropriate measures.	Is consistently alert to learner conduct. Uses positive reinforcement or appropriate measure and behavior prompts.	Monitoring is subtle and preventive. Learners monitor their own and their peers' behavior in appropriate ways.
Monitoring and responding to learner conduct	Does not respond to conduct, or the response is inconsistent, overly repressive, or does not respect the learner's dignity.	Attempts to respond to conduct but with uneven results.	Response to conduct is appropriate, successful, and respects the learner's dignity.	Response to learner conduct is highly effective and sensitive to individual needs. Assists learners in making appropriate behavior choices.
Standard 4: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.				
Demonstrates knowledge of content	Makes content errors, does not correct errors of learners or self, or lacks initiative to research content.	Displays basic content knowledge but may not recognize	Demonstrats solid content knowledge and effectively uses multiple representations and	Takes initiative to locate and teach information beyond traditional text. Seeks to keep abreast of new ideas and

		learner misconceptions.	explanations in teaching the content.	understandings in the field.
Employs accessible and meaningful approaches when teaching content	<p>Few connections to learners' prior knowledge and experiences are made.</p> <p>Uses instructional approaches that are inaccessible and/or irrelevant to the learners.</p>	<p>Some connections to prior knowledge and learner experiences are made.</p> <p>Employs approaches to content teaching based on curriculum with little evaluation of their accessibility and relevance to the learners.</p>	<p>Stimulates learner reflection on prior content knowledge, links to familiar concepts, and makes connections to learner experiences. Regularly evaluates and selects supplementary resources and technologies to ensure accessibility and relevance for all learners.</p>	<p>Integrates culturally relevant content to build on learners' background knowledge.</p> <p>Consistently evaluates and selects supplementary resources and technologies to ensure accessibility and relevance for all learners. Facilitates learners' critical analysis of multiple perspectives.</p>
Standard 5: The teacher works understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.				
Selects resources to encourage critical thinking, creativity, and collaborative problem solving	Utilizes materials from the classroom teacher and/or the teacher's guide only. Book content is read and discussed with no	Displays limited awareness and/or use of resources available or does not take initiative to obtain materials.	Routinely seeks out multiple resources for teaching, selecting those most appropriate for comprehensiveness and accuracy. Makes a deliberate attempt to	Evaluates, strategically selects, and skillfully integrates resources and tools to efficiently and effectively achieve

	outside materials or resources included.	Occasionally uses supplemental materials, but does not know how to fully utilize them in the curriculum.	allow for multiple ways of learning.	specific learning goals. Knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.
Understands best practices: Multiple teaching strategies, active learning modeling	Demonstrates no understanding of best practices. Written plans rely mostly on direct instruction/lecture method and giving assignments.	Demonstrates some understanding of multiple teaching practices or the need for active learning and modeling. Written plans show evidence of more than one strategy within a lesson and a variety of approaches over time.	Demonstrates good understanding of multiple teaching practices and the need for active learning and modeling. Effectively incorporates appropriate instructional strategies into lesson plans based on subject matter and needs of learners.	Demonstrates the goal of facilitating inquiry, involving learners in the planning stage, and engaging learners in applying content to real world problems. Facilitates inquiry through carefully planned lessons that involve learners at the planning stage and engages learners in applying content knowledge to real world problems.

<p>Understands interdisciplinary approaches when teaching content</p>	<p>Is unaware of interdisciplinary approaches to teaching and learning.</p>	<p>Displays a limited understanding of interdisciplinary approaches to teaching and learning.</p>	<p>Understands interdisciplinary approaches to teaching and learning and actively uses them.</p>	<p>Strategically seeks interdisciplinary resources from different perspectives and knows how to weave them into meaningful learning experiences.</p>
<p>Standard 6: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p>				
<p>Uses a variety of formal/informal assessment strategies</p>	<p>Makes no attempt to use a variety of assessment strategies.</p> <p>Does not engage learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p>	<p>Attempts to implement a variety of assessment strategies aimed at learner growth with limited success.</p> <p>Some attempt is made to engage learners in multiple ways of demonstrating knowledge and skill as part of the assessment</p>	<p>Routinely implements both informal and formal assessment strategies as a means to guide future learner progress.</p> <p>Successfully attempts to engage learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p>	<p>Consistently uses a variety of both formal and informal assessment strategies to engage learners in their own growth, and guide future decision-making.</p> <p>Consistently and strategically engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p>

		process with limited success.		
Incorporates assessment data in lesson planning / adjustment	Does not seek or use assessment data in the planning/adjustment of lessons.	Displays limited awareness of using assessment data in the planning and adjusting of lessons.	Lesson planning incorporates the frequent use of assessment data in planning and adjusting of lessons.	Incorporates consistent assessment data in lesson planning, and routinely monitors and adjusts lessons based on that data.
Engages learners in the assessment process	Does not attempt to engage learners in the assessment process.	Some attempt is made to engage learners in the assessment process with limited success.	Engages learners in the assessment process with success.	Consistently involves learners in monitoring and assessing their own progress.
Standard 7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.				
Activates prior knowledge and experiences based on learners and community context	No attempt to activate prior knowledge/experiences is evident.	Attempts to activate prior knowledge/experiences are made sporadically and/or with limited success.	Activates prior knowledge/experiences based on learners or community context with success.	Routinely activates prior knowledge/experiences based on learners and community context.
Uses interdisciplinary approaches	Interdisciplinary approaches to teaching	Some attempt is made to	Regularly implements interdisciplinary	Strategically implements interdisciplinary

	and learning are not made	implement interdisciplinary approaches but may be met with limited success.	approaches to teaching and learning.	strategies on a consistent basis and utilizes the knowledge/skills of colleagues and learners to enhance learning.
Designs purposeful and rigorous learning activities based on context / developmental standards / curriculum	Learning activities are not compatible with school and district curriculum and/or do not follow an organized progression.	Learning activities may follow an organized progression but are not completely compatible with the required curriculum and/or may not be relevant to learners' needs.	Learning activities are Significant to learners' needs and match instructional goals. Unit plans are aligned to state/district curriculum and content/developmental standards.	Learning activities are highly relevant to learners' needs, follow a well-organized progression and align with school/ district curriculum requirements and content/developmental standards.
Plans collaboratively with professionals with specialized expertise	No attempt is made to collaborate with professionals with specialized expertise.	Some attempt is made to collaborate with professionals with specialized expertise to plan instruction based on learner needs with limited success.	Frequently collaborates with professionals with specialized expertise to plan instruction that meets learner needs.	Strategically collaborates with professionals with specialized expertise to design and jointly deliver appropriate learning experiences that effectively meet unique learner needs.

<p>Demonstrates short- and long-term planning</p>	<p>Thoughtful planning is not evident in units and lessons. Units and lesson plans are not prepared on time.</p>	<p>Short-term planning is evident and lessons are consistently ready on time. There is minimal evidence of long-term planning or connections to past/future teachings.</p>	<p>Long-term planning with connections to past/future teachings is clearly evident and prepared in advance of teaching. Plans are linked to learners' needs and performances.</p>	<p>Responds to unanticipated sources of input, evaluates plans in relation to short- and long-term goals. Has a clear understanding of the scope and sequence for planning and can successfully translate that into daily lesson plans.</p>
<p>Standard 8: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>				
<p>Implements a variety of instructional strategies to develop deep understanding</p>	<p>Relies mostly on direct instruction/lecture method and giving assignments. Learners are passive. No modeling is evident.</p>	<p>Written plans and delivery of instruction show evidence of more than one strategy within a lesson and a variety of approaches over time. Learners are actively engaged for at least some</p>	<p>A variety of instructional strategies are effectively incorporated in each lesson based on subject matter and needs of learners. Most learners are actively involved in problem solving and critical thinking with peers in small and large groups when</p>	<p>Facilitates inquiry through carefully planned lessons and involving learners at the planning stage. Learners are actively engaged in questioning concepts, developing learning strategies and problem solving. Modeling is strategically employed.</p>

		portion of the lesson. Some modeling is evident.	appropriate. Modeling is routinely employed.	
Uses interdisciplinary approaches in meaningful ways	No attempt is made to incorporate interdisciplinary approaches.	Interdisciplinary approaches are attempted with limited success and/or inappropriately.	Interdisciplinary approaches are regularly employed appropriately.	Interdisciplinary approaches are strategically employed in ways that effectively support student learning and engagement.
Engages learners in application of knowledge	Instruction remains at the rote memorization and/or recall of information level. No opportunities for learners to apply knowledge are provided.	Efforts to engage learners in applying knowledge are occasionally provided but may be unsuccessful.	Consistently and appropriately engages learners in the application of knowledge.	Provides multiple opportunities for learners to demonstrate application of knowledge in a variety of ways for a variety of purposes.
Provides multiple models of representations of context	No attempt is made to provide more than one model and/or representation of content.	Occasionally provides more than one model and/or representation of	Regularly provides multiple models/representations of content/skills.	Multiple models/representations of content/skills with opportunities for learners to demonstrate their

		content with limited success.		knowledge through a variety of products and performances are routinely provided.
Engages learners in developing order questioning skills and metacognitive processes	Relies mostly on direct instruction/lecture method and giving assignments. Learners are passive. No modeling is evident.	Written plans and delivery of instruction show evidence of more than one strategy within a lesson and a variety of approaches over time. Learners are actively engaged for at least some portion of the lesson. Some modeling is evident.	A variety of instructional strategies are effectively incorporated in each lesson based on subject matter and needs of learners. Most learners are actively involved in problem solving and critical thinking with peers in small and large groups when appropriate. Modeling is routinely employed.	Facilitates inquiry through carefully planned lessons and involving learners at the planning stage. Learners are actively engaged in questioning concepts, developing learning strategies and problem solving. Modeling is strategically employed.
Standard 9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.				
Evaluates teaching practice based on thoughtful reflection	Does not know whether a lesson was effective	Generally accurate impression of a lesson's success.	Can accurately determine whether a lesson has met the stated goals and cites	Is able to critically analyze a lesson weighing the relative strength of the weak

	<p>or achieved its goals. Profoundly misjudges the success of a lesson. Perceptions are often inaccurate. Does not accept constructive criticism well.</p>	<p>Offers vague, general suggestions for improvement or is dependent on supervisors for ideas. Open to suggestions.</p>	<p>references about how it may be improved. Is committed to reflection, self-assessment and learning as an ongoing process. Welcomes constructive criticism.</p>	<p>areas. Offers alternative actions complete with probable successes with different approaches. Actively seeks constructive criticism.</p>
<p>Adapts practice based on the needs of each learner</p>	<p>No attempt to identify learner needs is made and/or no attempt to adapt practice is evidenced.</p>	<p>Attempts to adapt instruction are made but may not be based on individual learner needs and/or are met with limited success.</p>	<p>Adaptations based on learner needs are frequently made based on individual learner needs.</p>	<p>Adaptations based on learner needs are made consistently, strategically, and successfully.</p>
<p>Maintains professional relationships with colleagues, parents, learners, and families</p>	<p>Little interaction with colleagues or stakeholders occurs or relationships are negative, self-serving, or unprofessional.</p>	<p>Maintains professional cordial relationships with colleagues and stakeholders and attends required school meetings.</p>	<p>Seeks opportunities to work with colleagues and stakeholders to learn and grow professionally. Is willing to give and receive help.</p>	<p>Routinely shares materials, resources, ideas with colleagues. Volunteers to organize tasks or take the lead with activities within a department/team/ outside stakeholders or at the school level.</p>

		Displays a positive and professional disposition.		
Upholds expectation of the profession	<p>Demonstrates no understanding of the code of ethics, professional standards of practice, or relevant laws and policies.</p> <p>Is unaware of personal biases or evidences personal biases that are counter to productive relationships with learners, families, and other professionals.</p> <p>Does not complete university requirements or school responsibilities thoroughly or meet deadlines.</p>	<p>Demonstrates some understanding of the code of ethics, professional standards of practice, and relevant laws and policies.</p> <p>Is aware of personal biases but may struggle to understand how those biases may impact relationships with learners, families, and other professionals.</p>	<p>Demonstrates a good understanding of the code of ethics, professional standards of practice, and relevant laws and policies.</p> <p>Is aware of personal biases and accesses resources to further understanding in aid of building stronger relationships.</p> <p>University requirements and school responsibilities are completed in a timely and thorough manner.</p>	<p>Fully understands and upholds the code of ethics, professional standards of practice, relevant laws and policies, and is aware of personal biases.</p> <p>Is aware of personal biases and accesses resources in support of creating relevant learning experiences.</p> <p>Meets all university requirements and provides support to other student teachers. Assumes responsibility for additional school activities.</p>

		University requirements and school responsibilities are completed but only with prompting and/or are not completed in a thorough and/or timely manner.		
Demonstrates a disposition to seek opportunities for professional learning	Does not participate in professional activities that are provided and/or does not seek professional development opportunities.	Attends professional activities that are provided. Occasionally seeks out professional literature, colleagues, conferences, mentors, etc. to grow professionally.	Actively participates in professional activities that are provided. Routinely seeks out professional literature, colleagues, conferences, mentors, etc. to grow professionally.	Identifies and seeks professional learning opportunities based on reflective analysis of strengths and weaknesses as well as specific needs of learners. Demonstrates translation of professional learning to practice.
Standard 10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.				
Participates in school /district		Participates in school/	Volunteers to participate in more	Frequently seeks opportunities to

<p>events and projects</p>	<p>Avoids becoming involved in school/district projects and events.</p>	<p>district events when specifically asked or required to attend.</p>	<p>than one activity and makes substantial contributions. Participates as much as possible as a full staff member.</p>	<p>volunteer for activities outside of own classroom or creates activities such as enrichment/remediation for learners outside of regular school day. Values his/her role in making the entire school a productive learning environment.</p>
<p>Demonstrates sensitivity to learner needs and awareness of community resources</p>	<p>Does not readily observe or identify clues to learner distress, special needs, etc. Does not honor confidential information about learners.</p>	<p>Identifies special needs of some learners (vision, hearing, counseling, medical intervention, etc.) but does not communicate concerns with classroom teacher. Respects the privacy of learners and confidentiality of information.</p>	<p>Is concerned about all aspects of a learner's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulty. Takes steps to stop discrimination or harassment among learners.</p>	<p>Is persistent in seeking to end discriminatory activity or harassment among learners. Collaborates with the classroom teacher to obtain support services.</p>

<p>Collaborates with stakeholders to ensure learner growth</p>	<p>No collaboration with stakeholders is evidenced.</p>	<p>Attempts to collaborate with others to support learner development and achievement are minimal and/or made with limited success.</p>	<p>Actively participates in opportunities to collaborate with colleagues, families, and the community to support learner development and achievement.</p>	<p>Initiates opportunities to collaborate with all stakeholders to meet the diverse needs of all learners, support learner development, and enhance learner achievement.</p>
<p>Contributes to the advancement of the profession</p>	<p>Makes no effort to engage in professional learning or share knowledge and skills with others.</p> <p>Does not participate on instructional teams and/or school-wide or departmental initiatives to enhance student learning and well being.</p>	<p>Demonstrates minimal efforts to engage in professional learning and occasionally shares knowledge and skills with others.</p> <p>Participates minimally on instructional teams and/or school-wide or departmental initiatives to enhance student learning and well being but only with prompting.</p>	<p>Routinely seeks professional learning opportunities and shares knowledge and skills with others.</p> <p>Initiates opportunities to actively participate on instructional teams and/or school-wide or departmental initiatives to enhance student learning and well being.</p>	<p>Assumes leadership role on a team or with the faculty such as sharing new knowledge/skills, conducting/sharing action research in the classroom, making presentations to faculty, fully coordinating events such as study trips, and teaching after school enrichment classes.</p> <p>Embraces the challenge of continuous improvement and change.</p>

<p>Routinely initiates and participates in respectful and productive communication with all stakeholders</p>	<p>Provides minimal information to families or is insensitive to family concerns about learners. Does not make an effort to get involved with families. Communications with learners, teachers, administrators, and peers are inappropriate or unprofessional.</p>	<p>Adheres to the existing formats for communications with families. Needs to be reminded to communicate with individual learner's families. Communications with learners, teachers, administrators, and peers are usually appropriate and professional but are typically initiated by others.</p>	<p>Collaborates with the teacher to communicate with families about their learner's progress (both positive and negative) on a regular basis and openly welcomes families to the classroom. Responses to family concerns are handled with great sensitivity. Communication with learners, teachers, administrators, and peers is occasionally initiated and usually appropriate and professional.</p>	<p>Demonstrates initiative in creating new avenues for connections/communications with families. This may include: family learning projects, a new or different type of class newsletter, performances, showcases, or utilizing families in class projects. Frequently initiates communication with learners, teachers, administrators, and peers. Communication is always appropriate and professional.</p>
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Student Teaching Benchmark Conference Data

Rubric Row	Administrations (Semester)	'N'	Mean & Range	Unsatisfactory 'N' (%)	Basic 'N' (%)	Proficient 'N' (%)	Distinguished 'N' (%)
<p>Standard 1: The Teacher understands how learners grow and develop, recognizing that patters of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>							

Demonstrates understanding of developmental characteristics of learners	Spring 2016	109	3.3 (2-4)	0	10 (9%)	52 (48%)	47 (43%)
	Fall 2016	45	3.09 (2-4)	0	9 (20%)	23	13 (29%)
	Spring 2017	218	3.49 (2-4)	0	7 (3.21 %)	98 (44.95 %)	113 (51.83 %)
Activates prior knowledge and experiences	Spring 2016	110	3.28 (2-4)	0	13 (12%)	53 (48%)	44 (40%)
	Fall 2016	45	3.13 (2-4)	0	9 (20%)	21 (47%)	15 (33%)
	Spring 2017	218	3.42 (1-4)	1 (0.46 %)	10 (4.59 %)	103 (47.25 %)	104 (47.71 %)
Implements developmentally appropriate and challenging experiences	Spring 2016	111	3.17 (2-4)	0	19 (17%)	54 (49%)	38 (34%)
	Fall 2016	45	2.93 (2-4)	0	12 (27%)	24 (53%)	9 (20%)
	Spring 2017	217	3.37 (2-4)	0	15 (6.91 %)	107 (49.31 %)	95 (43.78 %)
Standard 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.							
Teaches to individual learners in an inclusive environment	Spring 2016	109	3.24 (2-4)	0	14 (13%)	55 (50%)	40 (37%)
	Fall 2016	46	3.07 (2-4)	0	9 (20%)	25 (54%)	12 (26%)
	Spring 2017	217	3.29 (2-4)	0	21 (9.68 %)	111 (51.15 %)	85 (39.17 %)

Selects resources to meet range of individual needs	Spring 2016	106	3.38 (2-4)	0	6 (6%)	54 (51%)	46 (43%)
	Fall 2016	45	3.13 (2-4)	0	6 (13%)	27 (60%)	12 (27%)
	Spring 2017	218	3.37 (2-4)	0	12 (5.5 %)	113 (51.83 %)	93 (42.66 %)
Establishes high expectations for learning and achievement	Spring 2016	108	3.26 (2-4)	0	15 (14%)	50 (46%)	43 (40%)
	Fall 2016	47	2.91 (2-4)	0	14 (30%)	23 (49%)	10 (21%)
	Spring 2017	218	3.28 (1-4)	1 (0.46 %)	20 (9.17 %)	113 (51.83 %)	84 (38.53 %)
Standard 3A: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.							
Management of transitions	Spring 2016	112	3.12 (1-4)	1 (1%)	19 (17%)	58 (52%)	34 (30%)
	Fall 2016	46	3.07 (2-4)	0	15 (33%)	13 (28%)	18 (39%)
	Spring 2017	218	3.21 (1-4)	1 (0.46 %)	24 (11.01 %)	121 (55.5 %)	72 (33.03 %)
Management of time and materials	Spring 2016	110	3.25 (2-4)	0	13 (12%)	57 (52%)	40 (36%)
	Fall 2016	46	3.04 (2-4)	0	12 (26%)	20 (43%)	14 (30%)
	Spring 2017	218	3.34 (2-4)	0	17 (7.8 %)	109 (50 %)	92 (42.2 %)

Directions and procedures	Spring 2016	109	3.29 (2-4)	0	15 (14%)	47 (43%)	47 (43%)
	Fall 2016	46	3.13 (2-4)	0	10 (22%)	20 (43%)	16 (35%)
	Spring 2017	218	3.39 (2-4)	0	15 (6.88 %)	104 (47.71 %)	99 (45.41 %)
Pacing	Spring 2016	108	3.09 (2-4)	0	15 (14%)	60 (56%)	33 (31%)
	Fall 2016	46	3.0 (2-4)	0	11 (24%)	24 (52%)	11 (24%)
	Spring 2017	217	3.34 (2-4)	0	14 (6.45 %)	115 (53 %)	88 (40.55 %)
Standard 3B: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.							
Positive climate for intrinsic motivation	Spring 2016	107	3.35 (2-4)	0	9 (8%)	52 (49%)	46 (43%)
	Fall 2016	45	3.16 (2-4)	0	9 (20%)	20 (44%)	16 (36%)
	Spring 2017	218	3.47 (2-4)	0	15 (6.88 %)	86 (39.45 %)	117 (53.67 %)
Positive climate for collaborative learning and social interaction	Spring 2016	108	3.33 (2-4)	0	9 (8%)	54 (50%)	45 (42%)
	Fall 2016	45	3.16 (2-4)	0	8 (18%)	22 (49%)	15 (33%)
	Spring 2017	217	3.47 (2-4)	0	10 (4.61 %)	96 (44.24 %)	111 (51.15 %)
Establishing expectations for conduct	Spring 2016	110	3.16 (2-4)	0	19 (17%)	54 (49%)	37 (34%)

	Fall 2016	45	3.16 (2-4)	0	9 (20%)	20 (44%)	16 (36%)
	Spring 2017	218	3.29 (2-4)	0	24 (11.01 %)	106 (48.62 %)	88 (40.37 %)
Monitoring and responding to learner conduct	Spring 2016	110	3.18 (2-4)	0	22 (20%)	46 (42%)	42 (38%)
	Fall 2016	46	3.17 (2-4)	0	9 (20%)	20 (43%)	17 (37%)
	Spring 2017	217	3.36 (2-4)	0	21 (9.68 %)	97 (44.7 %)	99 (45.62 %)
Standard 4: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.							
Demonstrates knowledge of content	Spring 2016	108	3.47 (2-4)	0	8 (7%)	48 (44%)	52 (48%)
	Fall 2016	44	3.30 (1-4)	1 (2%)	4 (9%)	20 (45%)	19 (43%)
	Spring 2017	218	3.51 (2-4)	0	9 (4.13 %)	88 (40.37 %)	121 (55.5 %)
Employs accessible and meaningful approaches when teaching content	Spring 2016	110	3.27 (2-4)	0	15 (14%)	50 (45%)	45 (41%)
	Fall 2016	46	3.11 (2-4)	0	9 (20%)	23 (50%)	14 (30%)
	Spring 2017	217	3.36 (1-4)	1 (0.46 %)	11 (5.07 %)	114 (52.53 %)	91 (41.94 %)
Standard 5: The teacher works understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.							
Selects resources to encourage critical thinking,	Spring 2016	107	3.29 (2-4)	0	9 (8%)	57 (53%)	41 (38%)

creativity, and collaborative problem solving	Fall 2016	44	3.18 (2-4)	0	4 (9%)	28 (64%)	12 (27%)
	Spring 2017	218	3.34 (2-4)	0	9 (4.13 %)	125 (57.34 %)	84 (38.53 %)
Understands best practices: Multiple teaching strategies, active learning modeling	Spring 2016	110	3.15 (2-4)	0	21 (19%)	52 (47%)	37 (34%)
	Fall 2016	44	3.11 (2-4)	0	8 (18%)	23 (52%)	13 (30%)
	Spring 2017	218	3.28 (2-4)	0	16 (7.34 %)	124 (56.88 %)	78 (35.78 %)
Understands interdisciplinary approaches when teaching content	Spring 2016	108	3.19 (2-4)	0	14 (13%)	59 (55%)	35 (32%)
	Fall 2016	48	3.02 (2-4)	0	11 (23%)	25 (52%)	12 (25%)
	Spring 2017	216	3.32 (2-4)	0	16 (7.41 %)	115 (53.24 %)	85 (39.35 %)
Standard 6: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.							
Uses a variety of formal/informal assessment strategies	Spring 2016	110	3.21 (2-4)	0	14 (13%)	59 (54%)	37 (34%)
	Fall 2016	46	3.24 (2-4)	0	8 (17%)	19 (41%)	19 (41%)
	Spring 2017	218	3.33 (2-4)	0	23 (10.55 %)	100 (45.87 %)	95 (43.58 %)
Incorporates assessment data in lesson planning / adjustment	Spring 2016	109	3.20 (2-4)	0	15 (14%)	57 (52%)	37 (34%)
	Fall 2016	48	3.13 (2-4)	0	11 (23%)	20 (42%)	17 (35%)

	Spring 2017	218	3.28 (2-4)	0	24 (11.01 %)	108 (49.54 %)	86 (39.45 %)
Engages learners in the assessment process.	Spring 2016	111	3.04 (2-4)	0	24 (22%)	59 (53%)	28 (25%)
	Fall 2016	45	2.87 (2-4)	0	12 (27%)	27 (60%)	6 (13%)
	Spring 2017	216	3.14 (2-4)	0	27 (12.5 %)	131 (60.65 %)	58 (26.85 %)
Standard 7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.							
Activates prior knowledge and experiences based on learners and community context	Spring 2016	108	3.37 (2-4)	0	10 (9%)	48 (44%)	50 (46%)
	Fall 2016	47	3.11 (2-4)	0	12 (26%)	18 (38%)	17 (36%)
	Spring 2017	218	3.48 (2-4)	0	11 (5.05 %)	92 (42.2 %)	115 (52.75 %)
Uses interdisciplinary approaches	Spring 2016	106	3.24 (2-4)	0	14 (13%)	53 (50%)	39 (37%)
	Fall 2016	46	3.04 (2-4)	0	13 (28%)	18 (39%)	15 (33%)
	Spring 2017	215	3.3 (2-4)	0	16 (7.44 %)	119 (55.35 %)	80 (37.21 %)
Designs purposeful and rigorous learning activities based on context / developmental standards / curriculum	Spring 2016	107	3.39 (2-4)	0	10 (9%)	45 (42%)	52 (49%)
	Fall 2016	46	3.20 (2-4)	0	6 (13%)	25 (54%)	15 (33%)
	Spring 2017	216	3.51 (2-4)	0	9 (4.17 %)	87 (40.28 %)	120 (55.56 %)

Plans collaboratively with professionals with specialized expertise	Spring 2016	109	3.31 (2-4)	0	10 (9%)	55 (50%)	44 (40%)
	Fall 2016	45	3.31 (2-4)	0	6 (13%)	19 (42%)	20 (44%)
	Spring 2017	217	3.4 (1-4)	1 (0.46 %)	16 (7.37 %)	96 (44.24 %)	104 (47.93 %)
Demonstrates short- and long-term planning	Spring 2016	108	3.31 (1-4)	2 (2%)	13 (12%)	43 (40%)	50 (46%)
	Fall 2016	45	3.18 (1-4)	1 (2%)	8 (18%)	18 (40%)	18 (40%)
	Spring 2017	218	3.36 (2-4)	0	24 (11.01 %)	92 (42.2 %)	102 (46.79 %)
Standard 8: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.							
Implements a variety of instructional strategies to develop deep understanding	Spring 2016	110	3.17 (2-4)	0	19 (17%)	53 (48%)	38 (35%)
	Fall 2016	45	3.09 (2-4)	0	12 (27%)	17 (38%)	16 (36%)
	Spring 2017	216	3.3 (2-4)	0	12 (5.56 %)	128 (59.26 %)	76 (35.19 %)
Uses interdisciplinary approaches in meaningful ways	Spring 2016	110	3.13 (2-4)	0	13 (12%)	54 (49%)	39 (35%)
	Fall 2016	45	2.78 (2-4)	0	10 (22%)	15 (33%)	15 (33%)
	Spring 2017	215	3.33 (2-4)	0	16 (7.44 %)	111 (51.63 %)	88 (40.93 %)
Engages learners in application of knowledge	Spring 2016	108	3.35 (2-4)	0	12 (11%)	46 (43%)	50 (46%)

	Fall 2016	46	3.19 (2-4)	0	8 (17%)	21 (46%)	17 (37%)
	Spring 2017	217	3.41 (2-4)	0	14 (6.45 %)	99 (45.62 %)	104 (47.93 %)
Provides multiple models of representations of context	Spring 2016	108	3.29 (2-4)	0	12 (11%)	52 (48%)	44 (40%)
	Fall 2016	46	3.17 (2-4)	0	9 (20%)	20 (43%)	17 (37%)
	Spring 2017	216	3.38 (2-4)	0	14 (6.48 %)	106 (49.07 %)	96 (44.44 %)
Engages learners in developing order questioning skills and metacognitive processes	Spring 2016	109	2.86 (2-4)	0	23 (21%)	55 (50%)	31 (28%)
	Fall 2016	47	2.87 (2-4)	0	14 (30%)	25 (53%)	8 (17%)
	Spring 2017	215	3.19 (2-4)	0	24 (11.16 %)	127 (59.07 %)	64 (29.77 %)
Standard 9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.							
Evaluates teaching practice based on thoughtful reflection	Spring 2016	109	3.46 (1-4)	1 (1%)	6 (6%)	44 (40%)	58 (53%)
	Fall 2016	44	3.27 (2-4)	0	7 (16%)	18 (41%)	19 (43%)
	Spring 2017	218	3.48 (2-4)	0	15 (6.88 %)	84 (38.53 %)	119 (54.59 %)
Adapts practice based on the needs of each learner	Spring 2016	109	3.38 (2-4)	0	12 (11%)	47 (43%)	50 (46%)
	Fall 2016	46	3.20 (2-4)	0	9 (20%)	19 (41%)	18 (39%)

	Spring 2017	218	3.4 (2-4)	0	15 (6.88 %)	101 (46.33 %)	102 (46.79 %)
Maintains professional relationships with colleagues, parents, learners, and families	Spring 2016	107	3.47 (1-4)	1 (1%)	7 (7%)	40 (37%)	59 (55%)
	Fall 2016	45	3.33 (2-4)	0	5 (11%)	20 (44%)	20 (44%)
	Spring 2017	217	3.48 (2-4)	0	15 (6.91 %)	83 (38.25 %)	119 (54.84 %)
Upholds expectation of the profession	Spring 2016	108	3.46 (1-4)	1 (1%)	8 (7%)	39 (36%)	60 (56%)
	Fall 2016	45	3.36 (1-4)	2 (4%)	3 (6%)	17 (38%)	23 (51%)
	Spring 2017	218	3.58 (1-4)	1 (0.46 %)	13 (5.96 %)	63 (28.9 %)	141 (64.68 %)
Demonstrates a disposition to seek opportunities for professional learning	Spring 2016	109	3.32 (1-4)	1 (1%)	8 (7%)	55 (50%)	45 (41%)
	Fall 2016	46	3.09 (2-4)	0	11 (24%)	20 (43%)	15 (33%)
	Spring 2017	217	3.34 (2-4)	0	21 (9.68 %)	101 (46.54 %)	95 (43.78 %)
Standard 10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.							
Participates in school /district events and projects	Spring 2016	106	3.26 (2-4)	0	15 (14%)	48 (45%)	43 (41%)
	Fall 2016	46	3.17 (2-4)	0	7 (15%)	24 (52%)	15 (33%)
	Spring 2017	216	3.36 (2-4)	0	23 (10.65 %)	93 (43.06 %)	100 (46.3 %)

Demonstrates sensitivity to learner needs and awareness of community resources	Spring 2016	104	3.33 (2-4)	0	9 (9%)	52 (50%)	43 (41%)
	Fall 2016	47	3.19 (2-4)	0	8 (17%)	22 (47%)	17 (36%)
	Spring 2017	218	3.45 (2-4)	0	4 (1.83 %)	112 (51.38 %)	102 (46.79 %)
Collaborates with stakeholders to ensure learner growth	Spring 2016	106	3.22 (2-4)	0	15 (14%)	53 (50%)	38 (46%)
	Fall 2016	44	3.11 (2-4)	0	10 (23%)	19 (43%)	15 (34%)
	Spring 2017	217	3.32 (1-4)	1 (0.46 %)	17 (7.83 %)	111 (51.15 %)	88 (40.55 %)
Contributes to the advancement of the profession	Spring 2016	106	3.14 (2-4)	0	16 (15%)	59 (56%)	31 (29%)
	Fall 2016	44	3.02 (1-4)	1 (2%)	8 (18%)	24 (55%)	11 (25%)
	Spring 2017	214	3.23 (2-4)	0	22 (10.28 %)	121 (56.54 %)	71 (33.18 %)
Routinely initiates and participates in respectful and productive communication with all stakeholders	Spring 2016	102	3.26 (2-4)	0	13 (13%)	49 (48%)	40 (39%)
	Fall 2016	45	2.98 (2-4)	0	12 (27%)	22 (49%)	11 (24%)
	Spring 2017	216	3.25 (2-4)	0	22 (10.19 %)	119 (55.09 %)	75 (34.72 %)