

# NSU Academic Assessment Annual Report



<b>Academic Unit/Department</b>	MILLICENT ATKINS SCHOOL OF EDUCATION - Teacher Education Program
<b>Academic Program</b>	TELE
<b>Date Range</b>	AY 2020-21
<b>Completed By</b>	Jessica Vogel
Submit this report to the NSU Office of Institutional Research & Assessment via the email address <a href="mailto:nsuassessment@northern.edu">nsuassessment@northern.edu</a> . Also	
<b>Learning Outcome 1</b>	
Outcome description	Candidates will demonstrate a commitment to students and their learning. Cross-curricular skill: Diversity, Inclusion, and Equity
Method of assessment	Candidates will take a final program written exam and prepare a final oral presentation. A score of at least "2.60" designates proficiency on the written exam and the oral presentation; the rating scale is 4, 3, 2, 1. Members of the candidate's graduate committee will score the written exam and will hear the oral presentation and designate a score.
Goal for assessment results	100% of candidates will receive an average score of at least "proficient" (2.60) on their writing exam and an average score of at least "proficient" (2.60) on their oral presentation.
Data and/or evidence	There were 6 MSED Teaching and Learning program graduates in 2020-2021 (including summer 2021); 100% of graduates received average scores of at least "proficient" (2.60) on their final writing exam and final oral presentation as scored by members of their graduate committee. 100% of graduates received an average score of 3.0 or above on their writing exam. 100% of graduates received an average score of 3.0 or above on their oral presentation.
Goal met?	Yes
<b>Learning Outcome 2</b>	
Outcome description	Candidates will demonstrate knowledge of their subject area and how to teach that subject to students. Cross-curricular skill: Inquiry and Analysis
Method of assessment	Candidates will take a final program written exam and prepare a final oral presentation. A score of at least "2.60" designates proficiency on the written exam and the oral presentation; the rating scale is 4, 3, 2, 1. Members of the candidate's graduate committee will score the written exam and will hear the oral presentation and designate a score.

Goal for assessment results	100% of candidates will receive an average score of at least "proficient" (2.60) on their writing exam and an average score of at least "proficient" (2.60) on their oral presentation.
Data and/or evidence	There were 6 MSED Teaching and Learning program graduates in 2020-2021 (including summer 2021); 100% of graduates received average scores of at least "proficient" (2.60) on their final writing exam and final oral presentation as scored by members of their graduate committee. 100% of graduates received an average score of 3.0 or above on their writing exam. 100% of graduates received an average score of 3.0 or above on their oral presentation.
Goal met?	Yes
<b>Learning Outcome 3</b>	
Outcome description	Candidates will demonstrate responsibility for managing and monitoring student learning. Cross-curricular skill: Information Literacy
Method of assessment	Candidates will take a final program written exam and prepare a final oral presentation. A score of at least "2.60" designates proficiency on the written exam and the oral presentation; the rating scale is 4, 3, 2, 1. Members of the candidate's graduate committee will score the written exam and will hear the oral presentation and designate a score.
Goal for assessment results	100% of candidates will receive an average score of at least "proficient" (2.60) on their writing exam and an average score of at least "proficient" (2.60) on their oral presentation.
Data and/or evidence	There were 6 MSED Teaching and Learning program graduates in 2020-2021 (including summer 2021); 100% of graduates received average scores of at least "proficient" (2.60) on their final writing exam and final oral presentation as scored by members of their graduate committee. 100% of graduates received an average score of 3.0 or above on their writing exam. 100% of graduates received an average score of 3.0 or above on their oral presentation.
Goal met?	Yes
<b>Learning Outcome 4</b>	
Outcome description	Candidates will demonstrate the ability to systematically think about their practice and learn from experience. Cross-curricular skill: Foundational Lifelong Learning Skills
Method of assessment	Candidates will take a final program written exam and prepare a final oral presentation. A score of at least "2.60" designates proficiency on the written exam and the oral presentation; the rating scale is 4, 3, 2, 1. Members of the candidate's graduate committee will score the written exam and will hear the oral presentation and designate a score.
Goal for assessment results	100% of candidates will receive an average score of at least "proficient" (2.60) on their writing exam and an average score of at least "proficient" (2.60) on their oral presentation.

Data and/or evidence	There were 6 MSED Teaching and Learning program graduates in 2020-2021 (including summer 2021); 100% of graduates received average scores of at least "proficient" (2.60) on their final writing exam and final oral presentation as scored by members of their graduate committee. 100% of graduates received an average score of 3.0 or above on their writing exam. 100% of graduates received an average score of 3.0 or above on their oral presentation.
Goal met?	
<b>Learning Outcome 5</b>	
Outcome description	Candidates will demonstrate their involvement in learning communities. Cross-curricular skill: Teamwork
Method of assessment	Candidates will take a final program written exam and prepare a final oral presentation. A score of at least "2.60" designates proficiency on the written exam and the oral presentation; the rating scale is 4, 3, 2, 1. Members of the candidate's graduate committee will score the written exam and will hear the oral presentation and designate a score.
Goal for assessment results	100% of candidates will receive an average score of at least "proficient" (2.60) on their writing exam and an average score of at least "proficient" (2.60) on their oral presentation.
Data and/or evidence	There were 6 MSED Teaching and Learning program graduates in 2020-2021 (including summer 2021); 100% of graduates received average scores of at least "proficient" (2.60) on their final writing exam and final oral presentation as scored by members of their graduate committee. 100% of graduates received an average score of 3.0 or above on their writing exam. 100% of graduates received an average score of 3.0 or above on their oral presentation.
Goal met?	Yes
<b>Summary of strengths and/or areas for improvement</b>	Every graduate performed above the "proficient" level on the final program writing exam and on the oral presentation. All of the 2020-2021 graduates performed above the 3.0 mark. A continued area of improvement would be to communicate program outcomes within the courses so that candidates can gather authentic evidence for the oral presentation and best understand the implications of the outcomes on their final writing exam.
<b>Action Plans</b>	
<i>Action Item 1</i>	
Description	Map curriculum to the program outcomes and specifically address the outcomes in course activities and assessments.
Goal	Improve the average scores of graduates' written exams so that 95% of students receive an average score of 3.0 on their final written exam.
Timeline	2021-2022

Individual(s) responsible	Relevant graduate faculty, MSED Teaching and Learning Coordinator
Resources needed	None
<i>Action Item 2</i>	
Description	In order to further improve candidates' proficiency in articulating evidence and demonstrating knowledge of the six learning outcomes on their oral presentation, graduate faculty will continue to authentically link course activities and assessments to the program outcomes.
Goal	Maintain the average scores of graduates' oral presentations so that 95% of students receive at least an average score of 3.0 on their final written exam.
Timeline	2021-2022
Individual(s) responsible	Relevant graduate faculty, MSED Teaching and Learning Coordinator
Resources needed	None
<b>Supervisor Response</b>	



# NSU Academic Assessment Annual Report



<b>Academic Unit/Department</b>	MILLICENT ATKINS SCHOOL OF EDUCATION - Teacher Education Program
<b>Academic Program</b>	SPED, SPED Minor
<b>Date Range</b>	AY 2020-21
<b>Completed By</b>	Jessica Vogel & Cheryl Wold
Submit this report to the NSU Office of Institutional Research & Assessment via the email address nsuassessment@northern.edu. Also	
<b>Learning Outcome 1</b>	Team Work
Outcome description	Students will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. (Teamwork)
Method of assessment	Teacher Work Sample and Specialized Program Area
Goal for assessment results	At least 80% of students will perform at the proficient to advanced level on the Specialized Program Area (SPA) rubric item 7 and on the final evaluation consensus items O & S.
Data and/or evidence	Opportunities for collaboration with parents are limited in special education field experiences due to the shorter length of those experiences, resulting in lower final evaluation scores. For special education student teaching experiences, the students complete two 6-week placements in place of one 12-week placement so that they can complete both elementary and secondary experiences. 100 % of students met the 80% proficient standard for the academic year 2020-2021. Students have many opportunities for collaboration with colleagues, but an area for continued growth would be to purposefully develop more opportunities for collaboration with parents.
Goal met?	Yes
<b>Learning Outcome 2</b>	Problem Solving
Outcome description	Students will select, adapt, and use evidence based instructional strategies to advance the learning of students with exceptionalities. (Problem Solving)
Method of assessment	Teacher Work Sample and Specialized Program Area
Goal for assessment results	At least 80% of students will perform at the proficient to advanced level on the Specialized Program Area (SPA) rubric items 3 & 5 and on the final evaluation consensus items B & D.

Data and/or evidence	100% of students met or exceeded the proficiency standard in this area on both the SPA and Final Evaluation. There are no concerns in this area.
Goal met?	Yes
<b>Learning Outcome 3</b>	Ethical Reasoning
Outcome description	Students will use foundational knowledge of special education and the professional ethical principals and practice standards to inform special education practice to engage in life long learning and to advance the profession. (Ethical Reasoning)
Method of assessment	Teacher Work Sample and Specialized Program Area
Goal for assessment results	At least 80% of students will perform at the proficient to advanced level on the Specialized Program Area (SPA) rubric item 6 and on the final evaluation consensus item T.
Data and/or evidence	100% of students have met or exceeded the standard in this area. There are no concerns in this area.
Goal met?	Yes
<b>Learning Outcome 4</b>	Foundational Lifelong Learning Skills
Outcome description	Students will participate in purposeful learning activities on an ongoing basis to improve their knowledge, skills, and competence.
Method of assessment	Teacher Work Sample and Specialized Program Area
Goal for assessment results	At least 80% of students will perform at the proficient to advanced level on the Specialized Program Area (SPA) rubric item 6 and on the final evaluation consensus item N.
Data and/or evidence	In fall 2020, the N size was 25 students, and all students scored at or above proficiency on the SPA rubric item 6. For the spring 2021 SPA item 6, the N size was 33. All students met or exceeded proficiency. To address the final evaluation consensus item N, students earned an average of 2.6. 80% or more of students performed at the proficient to advanced level on the final evaluation. There are no concerns in this area.
Goal met?	Yes
<b>Learning Outcome 5</b>	Diversity, Inclusion, and Equity
Outcome description	Students will understand how persons with exceptionalities develop and learn through the creation of inclusive, culturally responsibilities learning environments so that students with exceptionalities become active and effective learners.
Method of assessment	Teacher Work Sample and Specialized Program Area
Goal for assessment results	At least 80% of students will perform at the proficient to advanced level on the Specialized Program Area (SPA) rubric items 1 & 2 and on the final evaluation consensus item I.

Data and/or evidence	Students met or exceeded the proficiency standard in this area on both the SPA and Final Evaluation. There are no concerns in this area.
Goal met?	Yes
<b>Summary of strengths and/or areas for improvement</b>	Overall, students have met or exceeded the standards in all areas addressed. An area for improvement would be increased communication with parents. Given the confidentiality requirements for special education, this area is challenging. Only one contact with parents is currently required during this experience. An additional requirement could be added in which students send a progress report home to parents upon the completion of this experience. Additionally, due to the short time spent in special education student teaching placements (6 weeks x 2 experiences), students do not typically have access to professional development experiences. Students will be encouraged to seek out professional development opportunities on their own if none are available during their student teaching placement. Special education university supervisors will provide suggestions to community and online development opportunities. No action plans are needed at this time.
<b>Action Plans</b>	
<i>Action Item 1</i>	
Description	
Goal	
Timeline	
Individual(s) responsible	
Resources needed	
<i>Action Item 2</i>	
Description	
Goal	
Timeline	
Individual(s) responsible	
Resources needed	
<b>Supervisor Response</b>	

# NSU Academic Assessment Annual Report



<b>Academic Unit/Department</b>	MILLICENT ATKINS SCHOOL OF EDUCATION - Teacher Education Program
<b>Academic Program</b>	READ minor
<b>Date Range</b>	AY 2020-21
<b>Completed By</b>	TEP Faculty
Submit this report to the NSU Office of Institutional Research & Assessment via the email address nsuassessment@northern.edu. Also	
<b>Learning Outcome 1</b>	BOR Cross-Curricular Standards: No. 2 Critical and Creative Thinking
Outcome description	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.
Method of assessment	Course level assignments.
Goal for assessment results	Strengthen our ability to show that our graduates are well-prepared for transfer or to succeed in their chosen profession.
Data and/or evidence	We currently don't have separate Reading Minor data from the ELED program, but we will look to develop that moving forward.
Goal met?	
<b>Learning Outcome 2</b>	BOR Cross-Curricular Standards: No. 5 Problem Solving
Outcome description	Be able to explain what English phones, phonemes, and graphemes are so as to logically and appropriately instruct children. Understand vowel and consonant digraphs, simple and complex words, loan words, connecting vowel letters, free and bound bases, morphology, etymology, phonology, phonetics, etc. so as to inform literacy action and attitudes (i.e., problem solve regarding appropriate instruction).
Method of assessment	Course level assignments. Reading clinic pre- and post-assessment.
Goal for assessment results	Strengthen our ability to show that our graduates are well-prepared for transfer or to succeed in their chosen profession.
Data and/or evidence	We currently don't have separate Reading Minor data from the ELED program, but we will look to develop that moving forward.
Goal met?	
<b>Learning Outcome 3</b>	BOR Cross-Curricular Standards: NO. 7 Intercultural Knowledge
Outcome description	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

Method of assessment	Course level assignments.
Goal for assessment results	Strengthen our ability to show that our graduates are well-prepared for transfer or to succeed in their chosen profession.
Data and/or evidence	We currently don't have separate Reading Minor data from the ELED program, but we will look to develop that moving forward.
Goal met?	
<b>Learning Outcome 4</b>	<b>BOR Cross-Curricular Standards: No. 1 Inquiry and Analysis</b>
Outcome description	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.
Method of assessment	course level assignments; reading clinic pre- and post- assessments
Goal for assessment results	
Data and/or evidence	We currently don't have separate Reading Minor data from the ELED program, but we will look to develop that moving forward.
Goal met?	
<b>Learning Outcome 5</b>	<b>BOR Cross-Curricular Standards: No. 3 Information Literacy</b>
Outcome description	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. The teacher must be able to explain what English phones, phonemes, and graphemes are so as to logically and appropriately instruct children. They must understand vowel and consonant digraphs, simple and complex words, loan words, connecting vowel letters, free and bound bases, morphology, etymology, phonology, phonetics, etc. Teachers need exact specific knowledge to inform literacy action and attitudes of children.
Method of assessment	Reading Clinic pre- and post-assessment
Goal for assessment results	Determine the level of skills our teacher candidates have acquired to implement appropriate literacy instruction.
Data and/or evidence	We currently don't have separate Reading Minor data from the ELED program, but we will look to develop that moving forward.
Goal met?	
<b>Summary of strengths and/or areas for improvement</b>	
<b>Action Plans</b>	
<i>Action Item 1</i>	
Description	
Goal	

Timeline	
Individual(s) responsible	
Resources needed	
<i>Action Item 2</i>	
Description	
Goal	
Timeline	
Individual(s) responsible	
Resources needed	
<b>Supervisor Response</b>	



# NSU Academic Assessment Annual Report



<b>Academic Unit/Department</b>	MILLICENT ATKINS SCHOOL OF EDUCATION
<b>Academic Program</b>	MSED LEADERSHIP & ADMINISTRATION
<b>Date Range</b>	AY 2020-21
<b>Completed By</b>	Anna Schwan
Submit this report to the NSU Office of Institutional Research & Assessment via the email address nsuassessment@northern.edu. Also	
<b>Learning Outcome 1</b>	INQUIRY & ANALYSIS
<b>Outcome description</b>	Analyzing, collecting, questioning, and understanding the components, knowledge, and reflective practice skills necessary for successful demonstration of leadership, vision, mission, supervision, and management capacities of a PK-12 school district principal.
<b>Method of assessment</b>	General course methods of assessment in the NSU Leadership and Administration Program related to inquiry and analysis include individual course readings, writings, projects, assignments, and exams. Special project assessments embedded in the Leadership and Administration program and unique to specific courses include school improvement plans in EDER 761 Data Driven Decision Making, professional growth plans in EDAD 715 Supervision and Mentoring , school budget analysis in EDAD 730 Public School Finance, school and community profile needs project in EDFN 742 School and Community Partnerships. Field experiences include 240 hours of internship experience in elementary and secondary schools (120 hours each level). Understanding of knowledge and skills is evaluated by final culminating program assessments including the completed internship experience and portfolio, comprehensive written exam, and final oral presentation.
<b>Goal for assessment results</b>	Provide learned evidence for demonstrating the capacity to practice applicable skills and knowledge necessary for safe, equitable operation of a PK-12 school.
<b>Data and/or evidence</b>	An average minimum score of 3.0 out of 4.0 indicated successful demonstration of Leadership and Administration Program standards. Internship portfolio total average scores for 2019-2020 ranged from 3.25 in spring 2019 to 3.96 with 100% of total internship portfolio projects completed. Final average comprehensive written exam scores between 2019 and 2020 ranged from 3.33 to 3.74 and final oral presentation average scores ranged from 3.41 to 3.83. No employer feedback scores were reported.

Goal met?	Student classroom assignments and projects, internship results, final written exams, and final oral presentations related to these standards were successfully completed. Most students received assessment scores well above the 3.0 scoring requirement for successful completion of the Leadership and Administration Program. Two students were asked to repeat final written exams and one student was ask to remediate the final oral presentation.
<b>Learning Outcome 2</b>	<b>CRITICAL &amp; CREATIVE THINKING</b>
Outcome description	Analyzing, exploring, and understanding learning processes and critical research skills. EPSY 742 Pyschology of Learning, EDER 765 Data Driven Decision Making, and EDER 761 Graduate Research and Design explore analytical, critical, and creative thinking skills.
Method of assessment	Classroom methods of assessment include school improvement plans, readings, discussions, presentations, narrative writings, research projects, exams, and assignments related to understanding how students learn and foundational projects in research and data collection methods. Final program assessments include an internship/employer survey/portfolio 360 degree assessment, comprehensive written exam, and final oral presentation.
Goal for assessment results	Provide evidence of the capacity for PK-12 educators to explore, analyze, evaluate, and recommend critical instructional methods for the purpose of understanding cognitive development in a PK-12 school. Understanding research methods and interpretation and expression of school data can help educators critically analyze student academic outcomes for the purpose of exploring innovative, creative, and improved teaching practices and re-examine/re-allocate fiscal resources.
Data and/or evidence	An average minimum score of 3.0 out of 4.0 indicated successful demonstration of Leadership and Administration Program standards. Internship portfolio total average scores for 2019-2020 ranged from 3.25 in spring 2019 to 3.96 with 100% of total internship portfolio projects completed. Final average comprehensive written exam scores between 2019 and 2020 ranged from 3.33 to 3.74 and final oral presentation average scores ranged from 3.41 to 3.83.
Goal met?	Student classroom assignments and projects, internship results, final written exams, and final oral presentations related to this standard were successfully completed. Most students received assessment scores well above the 3.0 scoring requirement for successful completion of the Leadership and Administration Program. Two students were asked to repeat final written exams and one student was ask to remediate the final oral presentation.
<b>Learning Outcome 3</b>	<b>CIVIC KNOWLEDGE &amp; ENGAGEMENT</b>

Outcome description	Projects and assignments in EDAD 700 Models of Educational Leadership and EDFN 742 School and Community Partnerships require students as future principals to lead, report, discuss, question, analyze, collect, collate data, and develop strategies/skills necessary for developing strong school community partnerships in large school districts, rural farming communities, and Native American communities including the Cheyenne River and Standing Rock Sioux reservations.
Method of assessment	Classroom methods of assessment include leading and sharing development of proactive school safety practices and information strategies, readings, discussions, presentations, narrative writings, research projects, community needs assessment projects, exams, review projects, and assignments related to improved methods of successful strategies for school/community relationships. Final program assessments include an internship/employer survey/portfolio 360 degree assessment, comprehensive written exam, and final oral presentation.
Goal for assessment results	Provide learned evidence for demonstrating the capacity to practice applicable skills and knowledge necessary for the equitable, safe operation of a PK-12 school.
Data and/or evidence	An average minimum score of 3.0 out of 4.0 indicated successful demonstration of Leadership and Administration Program standards. Internship portfolio total average scores for 2019-2020 ranged from 3.25 in spring 2019 to 3.96 with 100% of total internship portfolio projects completed. Final average comprehensive written exam scores between 2019 and 2020 ranged from 3.33 to 3.74 and final oral presentation average scores ranged from 3.41 to 3.83.
Goal met?	Student classroom assignments and projects, internship results, final written exams, and final oral presentations related to program standards were successfully completed. Most students received final assessment scores well above the 3.0 scoring requirement for successful completion of the Leadership and Administration Program. Two students were asked to repeat final written exams and one student was ask to remediate the final oral presentation.
<b>Learning Outcome 4</b> ETHICAL REASONING	
Outcome description	Analyzing, collecting, questioning, and understanding issues related to the role of social justice and ethical and equitable educational practices in a PK-12 school. Courses included are EDAD 735 School Law and EDAD 720 Special Education Law.
Method of assessment	Classroom methods of assessment include readings, discussions, presentations, narrative writings, research projects, exams, review projects, and assignments related to ethical practices, policy creation, equity, and legal reasoning. Final program assessments include an internship/employer survey/portfolio 360 degree assessment, comprehensive written exam, and final oral presentation.
Goal for assessment results	Provide learned evidence for demonstrating the capacity to practice applicable skills and knowledge necessary for the equitable, safe operation of a PK-12 school.

Data and/or evidence	An average minimum score of 3.0 out of 4.0 indicated successful demonstration of Leadership and Administration Program standards. Internship portfolio total average scores for 2019-2020 ranged from 3.25 in spring 2019 to 3.96 with 100% of total internship portfolio projects completed. Final average comprehensive written exam scores related to knowledge and skills between 2019 and 2020 ranged from 3.33 to 3.74 and final oral presentation average scores ranged from 3.41 to 3.83.
Goal met?	Student classroom assignments and projects, internship results, final written exams, and final oral presentations related to this standard were successfully completed. Most students received final assessment scores well above the 3.0 final scoring requirement for successful completion of the Leadership and Administration Program. Two students were asked to repeat final written exams and one student was ask to remediate the final oral presentation.
<b>Learning Outcome 5</b>	
Outcome description	DIVERSITY, INCLUSION, & EQUITY Analyzing, exploring, and understanding themes of diversity, inclusion, and equity in a PK-12 school. Courses included are EDAD 700 Models of Educational Leadership, EDAD 730 Public School Finance, EDAD 715 Supervision and Mentoring, and EDAD 725 The Principalship. Students analyze leadership, fiscal management, daily task management, and supervisory concepts related to the development of a school vision, mission, and professional school learning culture.
Method of assessment	Classroom methods of assessment include lessons in contemporary school leadership practices, school management, classroom instructional supervision, professional growth plans, school budget analysis, readings, discussions, presentations, narrative writings, research projects, and exams. Final program assessments include an internship/employer survey/portfolio 360 degree assessment, comprehensive written exam, and final oral presentation.
Goal for assessment results	Provide learned evidence for demonstrating the capacity to practice applicable skills and knowledge necessary for the equitable, safe operation of a PK-12 school.
Data and/or evidence	An average minimum score of 3.0 out of 4.0 indicated successful demonstration of Leadership and Administration Program standards. Internship portfolio total average scores for 2019-2020 ranged from 3.25 in spring 2019 to 3.96 with 100% of total internship portfolio projects completed. Final average comprehensive written exam scores related to knowledge and skills between 2019 and 2020 ranged from 3.33 to 3.74 and final oral presentation average scores ranged from 3.41 to 3.83.
Goal met?	In general, student classroom assignments and projects, internship results, final written exams, and final oral presentations related to this standard were successfully completed. Most students received final assessment scores well above the 3.0 scoring requirement for successful completion of the Leadership and Administration Program. Two students were asked to repeat final written exams and one student was ask to remediate the final oral presentation.

<p><b>Summary of strengths and/or areas for improvement</b></p>	<p>The NSU Leadership and Administration program is offered online for potential candidates throughout the northern plains region. Distance learning opportunities allow Northern State University to reach out to more diverse audiences in distant locations from Washington State, Massachusetts, Wyoming, Montana, Minnesota, North Dakota, Oklahoma, China, and Cameroon, Africa. Several graduate students from South Dakota Native American reservations, including Cheyenne River and Standing Rock Sioux reservations, have completed the Leadership and Administration programs at NSU. Future goals should include increasing efforts to recruit students from all social and cultural backgrounds. Increased efforts and improved strategies for recruitment of students in general is an ongoing goal for the NSU Leadership and Administration Program. Employer surveys for students completing the NSU Leadership and Administration program were not received. Greater effort has to be made to encourage school administrators to submit final employer survey reports.</p>
<p><b>Action Plans</b></p>	
<p><i>Action Item 1</i></p>	<p><i>Increase efforts to obtain final employer surveys through electronic contacts.</i></p>
<p>Description</p>	<p>Collect addresses and information of students finding employed as a school principal at their current school district or new school district.</p>
<p>Goal</p>	<p>Create a plan for more consistent reporting of employer satisfaction surveys.</p>
<p>Timeline</p>	<p>2020--2022</p>
<p>Individual(s) responsible</p>	<p>Supervisor of the Leadership and Administration program</p>
<p>Resources needed</p>	<p>Possible mailing of reports and other information to area schools.</p>
<p><i>Action Item 2</i></p>	
<p>Description</p>	<p><i>Reach out to area Native American communities to increase enrollment.</i></p>
<p>Goal</p>	<p>Better efforts to inform rural and Native American reservation communities about the convenient online nature of the Leadership and Administration program at NSU</p>
<p>Timeline</p>	<p>2020-2022</p>
<p>Individual(s) responsible</p>	<p>Supervisor of the Leadership and Administration program</p>
<p>Resources needed</p>	<p>Possibly creation of informational brochures and other contact mailings.</p>
<p><b>Supervisor Response</b></p>	



# NSU Academic Assessment Annual Report



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<b>Academic Unit/Department</b>	MILLICENT ATKINS SCHOOL OF EDUCATION - Teacher Education Program
<b>Academic Program</b>	ELED
<b>Date Range</b>	AY 2020-21
<b>Completed By</b>	Anna Schwan
Submit this report to the NSU Office of Institutional Research & Assessment via the email address <a href="mailto:nsuassessment@northern.edu">nsuassessment@northern.edu</a> . Also	
	Inquiry and Analysis
<b>Learning Outcome 1</b>	
Outcome description	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 the discipline accessible and meaningful for learners to assure mastery of the content.
Method of assessment	NSU Annual Assessment Reports 20-21
Goal for assessment results	80% of the teacher candidates will score at or above the "meets expectation" level on the assessment evaluation CPAST evaluation Planning for Instruction and Assessment, Methods and Materials (B).
Data and/or evidence	100% of 37 ELED teacher candidates scored at least 2.0 (meets expectations) on Instruction and Assessment, Methods and Materials (B) with the average score being 2.70
Goal met?	Met
	Critical and Creative Thinking
<b>Learning Outcome 2</b>	
Outcome description	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Method of assessment	Student teaching CPAST Instructional Delivery, Critical Thinking (F).
Goal for assessment results	80% of teacher candidates will score at or above the "meets expectation" on CPAST evaluation Critical Thinking (F).
Data and/or evidence	Greater than 80% of the 37 ELED teacher candidates scored at or above "meets expectations" in Critical Thinking (F) on the CPAST evaluation with average of 2.27.
Goal met?	Met
	Problem Solving
<b>Learning Outcome 3</b>	

Outcome description	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Method of assessment	Student teaching CCAST evaluation Fosters Problem Solving (F:1).
Goal for assessment results	80% of the teacher candidates will score at or above the "meets expectation" level on the CCAST evaluation Fosters Problem Solving (F:1).
Data and/or evidence	Greater than 80% of the 37 ELED teacher candidates scored at or above the "meets expectation" level on the CCAST evaluation Fosters Problem Solving (F:1). Category was not delineated. The overall average for F was 2.27.
Goal met?	Met
	Foundational Lifelong Learning Skills
<b>Learning Outcome 4</b>	
Outcome description	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.
Method of assessment	Student Teaching CCAST evaluation Professional Commitment and Behaviors (N).
Goal for assessment results	80% of teacher candidates will score at or above the "meets expectation" level on CCAST evaluation Professional Commitment and Behaviors (N) "participates in professional development."
Data and/or evidence	97% of the 37 ELED teacher candidates scored at or above the "meets expectation" level on CCAST evaluation Professional Commitment Behaviors (N) "participates in professional development" with an average of 2.70.
Goal met?	Met
	Diversity, Inclusion and Equity
<b>Learning Outcome 5</b>	
Outcome description	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.
Method of assessment	Student Teaching CCAST evaluation Differentiated Methods (D).
Goal for assessment results	80% of teacher candidates will score at or above the "meets expectation" level on CCAST evaluation Differentiated Methods (D).
Data and/or evidence	97% of the 37 ELED teacher candidates scored at or above the "meets expectation" level on CCAST evaluation Differentiated Methods (D) with an average of 2.32.
Goal met?	Met

<b>Summary of strengths and/or areas for improvement</b>	<p>All assessment categories were successfully met. An area for improvement could be to include additional assessment measures to triangulate data; e.g., under the outcome Foundational Lifelong Learning Skills, data from the CCAST Analysis of Teaching (M) "justifies connections to educational research" could be included. Further, these additional assessment measures could be include the candidates' last two (2) semesters (instead of just the one [1] student teaching semester as is now done).</p>
<b>Action Plans</b>	<p>In the spring, we will work to develop authentic goals to reflect the needs of our current students. We will continue to support and encourage our students in all areas evaluated on the CCAST especially in the areas of assessment, using data to guide instruction, and making research-theory connections.</p>
<i>Action Item 1</i>	<i>Authentic goals for AY 21-22</i>
Description	Targeted toward three core areas to improve (assessment, data-guided instruction, and research-theory connections)
Goal	Meaningfully consider CCAST data and write new and responsive goals
Timeline	Spring 2022 Assessment Day
Individual(s) responsible	All School of Education Teacher Education faculty and staff.
Resources needed	
<i>Action Item 2</i>	
Description	
Goal	
Timeline	
Individual(s) responsible	
Resources needed	
<b>Supervisor Response</b>	



# NSU Academic Assessment Annual Report



<b>Academic Unit/Department</b>	MILLICENT ATKINS SCHOOL OF EDUCATION - Teacher Education Program
<b>Academic Program</b>	ECE minor
<b>Date Range</b>	AY 2020-21
<b>Completed By</b>	Christina Cavallaro, Wendy Wakefield, and Lauren Pierce
Submit this report to the NSU Office of Institutional Research & Assessment via the email address <a href="mailto:nsuassessment@northern.edu">nsuassessment@northern.edu</a> . Also	
	Inquiry and Analysis
<b>Learning Outcome 1</b>	
Outcome description	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 the discipline accessible and meaningful for learners to assure mastery of the content.
Method of assessment	Early Childhood SPA Evaluation
Goal for assessment results	90% of the early childhood teacher candidates will receive a score of "3 - proficient" or higher on the ECE SPA evaluation.
Data and/or evidence	Overall, 12 candidates scored above a 3 average in every category except standards 2.2 (planning with families) and 3.2 (using assessment) potentially due to a lack of access and resources amidst Covid.
Goal met?	Met
	Critical and Creative Thinking
<b>Learning Outcome 2</b>	
Outcome description	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Method of assessment	Observed lesson evaluated via CFAST (section F)
Goal for assessment results	Scoring a "2" or higher on the CFAST evaluation in Category F: Critical Thinking
Data and/or evidence	All 10 early childhood candidates scored a "2" or higher in Critical Thinking on the CFAST.
Goal met?	Met
	Civic Knowledge and Engagement
<b>Learning Outcome 3</b>	

Outcome description	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.
Method of assessment	CPAST evaluation (Category T. Advocacy to Meet the Needs of Learners or for the Teaching Profession)
Goal for assessment results	Scoring a "2" or higher on the CPAST evaluation (Category T. Advocacy to Meet the Needs of Learners or for the Teaching Profession)
Data and/or evidence	All 10 early childhood candidates scored a "2" or higher on the CPAST evaluation (Category T. Advocacy to Meet the Needs of Learners or for the Teaching Profession).
Goal met?	Met
	Ethical Reasoning
<b>Learning Outcome 4</b>	
Outcome description	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.
Method of assessment	ECE SPA
Goal for assessment results	90% of the early childhood teacher candidates will receive a score of "3 - proficient" or higher on the ECE SPA evaluation.
Data and/or evidence	Overall, 12 candidates scored above a 3 average in every category except standards 2.2 (planning with families) and 3.2 (using assessment) potentially due to a lack of access and resources amidst Covid.
Goal met?	Met
	Diversity, Inclusion and Equity
<b>Learning Outcome 5</b>	
Outcome description	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.
Method of assessment	Lesson Observation via CPAST Evaluation (Category D. Differentiated Methods)
Goal for assessment results	90% of the early childhood teacher candidates will receive a score of "2" in Section D: Differentiated Methods the CPAST
Data and/or evidence	All 10 early childhood candidates scored a "2" or higher in Section D: Differentiated Methods on the CPAST.
Goal met?	Met and exceeded
<b>Summary of strengths and/or areas for improvement</b>	This program provides an avenue for ELED Teacher Candidates to earn additional credentials to work with preschool-aged children. The ECE course work focuses on preschool-aged children's needs and development, as well as age appropriate teaching methods and curriculum. A goal of this program is to recruit more students into this program.

<b>Action Plans</b>	
<i>Action Item 1</i>	
Description	Faculty and advisors will highlight this program and its benefits with incoming prospective students and freshmen education majors.
Goal	To have at least 18 students registered in the program.
Timeline	2020-2021
Individual(s) responsible	Teacher Education Department Chair and relevant faculty
Resources needed	New and updated promotional materials and more exposure on the NSU website
<i>Action Item 2</i>	
Description	<i>At the end of the student teaching experience, at least 90% of all ECE candidates should receive a score "3" or higher in all SPA categories and a "2" or higher in all CPAST categories.</i>
Goal	
Timeline	2020-2021
Individual(s) responsible	Teacher Education Department Chair and relevant faculty
Resources needed	SPA and CPAST evaluation tools
<b>Supervisor Response</b>	



### Common Lesson Planning Rubric Data

Common Lesson Planning Rubric		Standards/ Objective	Assessment	Technology	Differentiation, Accommodations, & Modifications	Management	Lesson Implementation	Analyzes	Successes	Challenges	Improvements
FA20	Avg	3.18	3.08	3.04	3.13	3.20	3.25	3.00	3.06	3.06	3.06
	Std	0.51	0.43	0.34	0.45	0.44	0.51	0.58	0.59	0.59	0.59
	N	112	112	112	112	112	112	49	49	49	49
	% at/above Meets Expectations	95%	95%	96%	96%	98%	96%	92%	92%	94%	94%
SP21	Avg	3.13	2.75	3.03	3.11	2.89	3.25	3.17	3.24	3.24	3.25
	Std	0.48	0.58	0.24	0.36	0.71	0.52	0.47	0.51	0.51	0.52
	N	71	71	71	71	71	51	29	29	29	28
	% at/above Meets Expectations	94%	68%	99%	99%	69%	96%	97%	97%	97%	96%
AY 2020- 21	Avg	3.16	2.95	3.04	3.12	3.08	3.25	3.06	3.13	3.13	3.13
	Std	0.49	0.52	0.30	0.42	0.58	0.51	0.54	0.57	0.57	0.57
	N	183	183	183	183	183	163	78	78	78	77
	% at/above Meets Expectations	95%	84%	97%	97%	87%	96%	94%	94%	95%	95%

**Common Lesson Planning Rubric - Technology Data**

Common Lesson Planning Rubric - Technology		Facilitate & Inspire Student Learning & Creativity		Design & Develop Digital-Age Learning Experiences	Model Digital Age Work & Learning		Promote & Model Digital Citizenship & Responsibility		Engage in Professional Growth & Leadership	
		supports creative thinking and inventiveness using digital tools and resources	technology to engage students in learning with reasonable success	implements authentic learning experiences that incorporate digital tools and resources	demonstrates adequate use of technology systems and information resources	communicates relevant information and ideas to students, guardians, and/or peers using technology	promotes safe, legal, and/or ethical use of digital information and media	promotes responsible social interactions related to the use of technology and information	plans learning experiences that are supported by a relevant learning theory or educational technology practice	exhibits leadership by effectively promoting the use of digital tools and resources
FA20	Avg	3.06	3.21	3.09	3.13	3.06	3.22	3.26	3.11	3.05
	Std	0.45	0.53	0.42	0.41	0.34	0.42	0.44	0.37	0.32
	N	108	108	108	108	108	108	108	108	108
	% at/above Meets Expectations	93%	94%	95%	97%	97%	100%	100%	98%	97%
SP21	Avg	2.72	3.04	3.02	3.01	3.00	3.00	2.72	3.00	2.72
	Std	0.48	0.20	0.24	0.21	0.00	0.00	0.45	0.00	0.45
	N	71	51	51	71	51	51	71	71	71
	% at/above Meets Expectations	70%	100%	98%	99%	100%	100%	72%	100%	72%
AY 2020-21	Avg	2.92	3.16	3.07	3.08	3.04	3.15	3.04	3.07	2.92
	Std	0.49	0.46	0.38	0.35	0.28	0.36	0.52	0.29	0.41
	N	179	159	159	179	159	159	179	179	179
	% at/above Meets Expectations	84%	96%	96%	98%	98%	100%	89%	99%	87%

**Pre-Student Teaching Experience 1 - CPAST Final Evaluation Data**

TC Self-Evaluation		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U		
FA20	All	Avg	2.63	2.79	2.58	2.37	2.63	2.47	2.63	2.53	2.84	2.47	2.37	2.47	2.42	2.74	2.37	2.84	2.47	2.79	2.79	2.74	2.89	
		Std	0.50	0.42	0.51	0.50	0.50	0.61	0.60	0.61	0.37	0.61	0.68	0.51	0.51	0.45	0.60	0.37	0.51	0.42	0.42	0.45	0.32	
		N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
		% at/above Meets Expectations	100%	100%	100%	100%	100%	95%	95%	95%	100%	95%	89%	100%	100%	100%	95%	100%	100%	100%	100%	100%	100%	100%
SP21	All	Avg	2.38	2.43	1.95	2.00	2.29	2.19	2.14	2.05	2.67	2.29	2.00	2.05	2.05	2.40	1.50	2.38	2.52	2.48	2.52	2.43	2.52	
		Std	0.50	0.60	0.59	0.71	0.46	0.60	0.65	0.67	0.48	0.64	0.71	0.67	0.67	0.75	1.00	0.50	0.51	0.60	0.51	0.60	0.51	
		N	21	21	21	21	21	21	21	21	21	21	21	21	21	21	20	12	21	21	21	21	21	21
		% at/above Meets Expectations	100%	95%	81%	76%	100%	90%	100%	90%	86%	81%	100%	90%	76%	80%	67%	95%	81%	100%	100%	95%	100%	
AY 2020-21	All	Avg	2.50	2.60	2.25	2.18	2.45	2.33	2.38	2.28	2.75	2.38	2.18	2.25	2.23	2.56	2.03	2.60	2.50	2.63	2.65	2.58	2.70	
		Std	0.51	0.55	0.63	0.64	0.50	0.62	0.67	0.68	0.44	0.63	0.71	0.63	0.62	0.64	0.87	0.50	0.51	0.54	0.48	0.55	0.46	
		N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	39	31	40	40	40	40	40	40
		% at/above Meets Expectations	100%	98%	90%	88%	100%	93%	90%	88%	100%	93%	83%	90%	90%	97%	84%	100%	100%	98%	100%	98%	100%	
AY 2020-21	ECE	Avg	2.50	2.75	2.13	2.00	2.50	2.25	2.38	2.38	2.88	2.13	2.38	2.63	2.00	2.63	2.50	2.63	2.63	2.75	2.75	2.75	2.75	
		Std	0.53	0.46	0.64	0.53	0.53	0.46	0.74	0.74	0.35	0.83	0.52	0.52	0.53	0.52	0.58	0.52	0.52	0.46	0.46	0.46	0.46	
		N	8	8	8	8	8	8	8	8	8	8	8	8	8	8	4	8	8	8	8	8	8	8
		% at/above Meets Expectations	100%	100%	88%	88%	100%	100%	88%	88%	100%	75%	100%	100%	88%	100%	100%	100%	100%	100%	100%	100%	100%	
FA20	ELED	Avg	2.67	2.75	2.67	2.42	2.75	2.58	2.67	2.58	2.83	2.75	2.50	2.50	2.50	2.83	2.42	3.00	2.33	2.83	2.92	2.83	2.92	
		Std	0.49	0.45	0.49	0.51	0.45	0.67	0.65	0.51	0.39	0.45	0.67	0.52	0.52	0.39	0.51	0.00	0.49	0.39	0.29	0.39	0.29	
		N	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
		% at/above Meets Expectations	100%	100%	100%	100%	100%	92%	92%	100%	100%	100%	92%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
SP21	ELED	Avg	2.38	2.31	1.94	2.00	2.19	2.13	2.13	2.00	2.63	2.25	1.81	1.88	2.06	2.27	1.45	2.31	2.56	2.38	2.44	2.31	2.50	
		Std	0.50	0.60	0.57	0.73	0.40	0.62	0.62	0.63	0.50	0.58	0.75	0.62	0.68	0.80	1.04	0.48	0.51	0.62	0.51	0.60	0.52	
		N	16	16	16	16	16	16	16	16	16	16	16	16	16	16	15	11	16	16	16	16	16	16
		% at/above Meets Expectations	100%	100%	81%	75%	100%	88%	88%	81%	100%	94%	63%	75%	81%	93%	64%	100%	100%	94%	100%	94%	100%	
AY 2020-21	ELED	Avg	2.50	2.50	2.25	2.18	2.43	2.32	2.36	2.25	2.71	2.46	2.11	2.14	2.25	2.52	1.96	2.61	2.46	2.57	2.64	2.54	2.68	
		Std	0.51	0.58	0.65	0.67	0.50	0.67	0.68	0.65	0.46	0.58	0.79	0.65	0.65	0.70	0.93	0.50	0.51	0.57	0.49	0.58	0.48	
		N	28	28	28	28	28	28	28	28	28	28	28	28	28	27	23	28	28	28	28	28	28	28
		% at/above Meets Expectations	100%	96%	89%	89%	100%	89%	89%	89%	100%	96%	75%	86%	89%	96%	83%	100%	100%	96%	96%	96%	100%	
AY 2020-21	SPED	Avg	2.50	3.00	2.50	2.50	2.50	2.50	2.50	2.25	2.75	2.25	2.25	2.25	2.50	2.75	2.00	2.50	2.50	2.75	2.50	2.50	2.75	
		Std	0.58	0.00	0.58	0.58	0.58	0.58	0.58	0.96	0.50	0.50	0.50	0.50	0.58	0.50	0.82	0.58	0.58	0.50	0.58	0.58	0.50	
		N	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		% at/above Meets Expectations	100%	100%	100%	100%	100%	100%	100%	100%	75%	100%	100%	100%	100%	100%	100%	75%	100%	100%	100%	100%	100%	





### Pre-Student Teaching Experience 2 - Teacher Work Sample

Evaluated by US		Professional Goal Setting and Reflection	Standards and Objectives	Assessment	Technology	Differentiation, Accomodations, and Modifications	Management	Lesson Implementation (I Do, We Do, You Do)	Analyzes	Lesson Reflection: Challenges	Lesson Reflection: Successes	Lesson Reflection: Improvements	
AY 2020-21	SEED	Avg	3.40	3.40	3.27	3.40	3.47	3.53	3.53	3.40	3.60	3.47	3.53
		Std	0.63	0.51	0.59	0.51	0.64	0.52	0.52	0.63	0.51	0.52	0.52
		N	15	15	15	15	15	15	15	15	15	15	15
		% at/above Meets Expectations	93%	100%	93%	100%	93%	100%	100%	93%	100%	100%	100%
	ELED	Avg	3.00	3.00	3.18	3.18	2.91	2.91	2.91	2.91	3.45	3.45	3.45
		Std	0.00	0.00	0.60	0.60	0.30	0.30	0.30	0.30	0.52	0.52	0.52
		N	11	11	11	11	11	11	11	11	11	11	11
		% at/above Meets Expectations	100%	100%	91%	91%	91%	91%	91%	91%	100%	100%	100%
	ECE	Avg	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.50	3.50	3.50
		Std	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.71	0.71	0.71
		N	2	2	2	2	2	2	2	2	2	2	2
		% at/above Meets Expectations	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	K-12	Avg	3.00	2.89	2.89	3.00	2.67	2.89	2.89	2.89	2.89	2.89	2.89
		Std	0.50	0.60	0.60	0.71	0.71	0.78	0.60	0.60	0.60	0.60	0.60
		N	9	9	9	9	9	9	9	9	9	9	9
		% at/above Meets Expectations	89%	78%	78%	78%	78%	67%	78%	78%	78%	78%	78%
All	Avg	3.16	3.14	3.14	3.22	3.08	3.16	3.16	3.11	3.38	3.32	3.35	
	Std	0.50	0.48	0.59	0.58	0.64	0.60	0.55	0.57	0.59	0.58	0.59	
	N	37	37	37	37	37	37	37	37	37	37	37	
	% at/above Meets Expectations	95%	95%	89%	92%	89%	89%	92%	89%	95%	95%	95%	









**2020-2021 Praxis Test Summary**

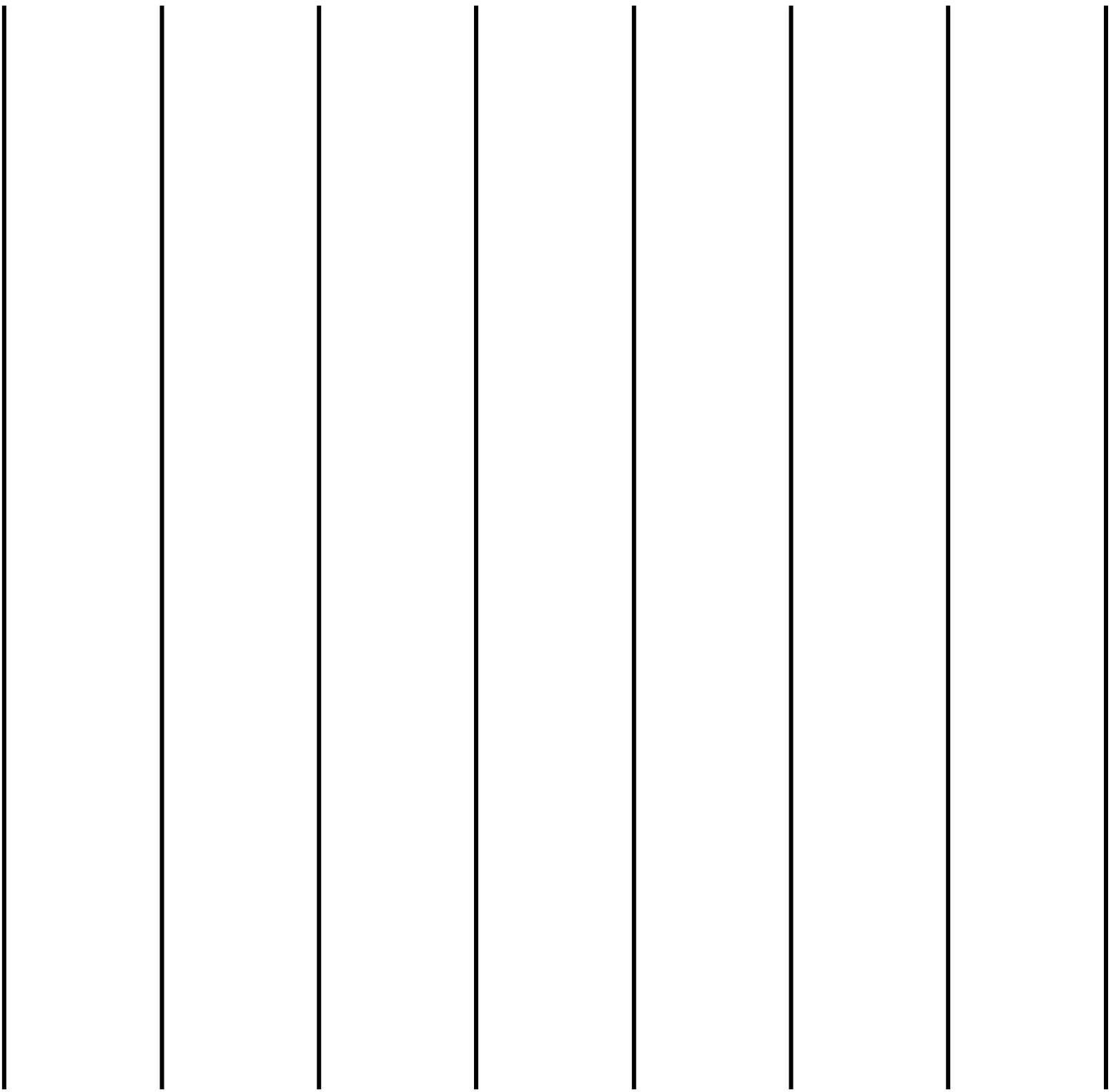
Core Academic Skills for Educators				Category 1		Category 2		Category 3					
Math 5733				Avg % Correct	58%	Avg % Correct	57%	Avg % Correct	58%				
Avg Attempts	1.04	Avg % Correct	76%	Avg Score	10.43	Avg Score	9.11	Avg Score	9.25				
Test Takers	27	Avg Score	152.36	Avg Possible	18.00	Avg Possible	16.00	Avg Possible	16.00				
Total Tests	28	Low Score	108	Low Score	4	Low Score	5	Low Score	2				
Cut Score	132	High Score	192	High Score	18	High Score	15	High Score	14				
Reading 5713				Avg % Correct	49%	Avg % Correct	50%	Avg % Correct	54%				
Avg Attempts	1.24	Avg % Correct	75%	Avg Score	9.06	Avg Score	7.18	Avg Score	9.06				
Test Takers	28	Avg Score	150.73	Avg Possible	18.61	Avg Possible	14.55	Avg Possible	16.85				
Total Tests	33	Low Score	116	Low Score	0	Low Score	3	Low Score	3				
Cut Score	140	High Score	196	High Score	13	High Score	13	High Score	17				
Writing 5723				Avg % Correct	48%	Avg % Correct	56%						
Avg Attempts	1.24	Avg % Correct	76%	Avg Score	16.18	Avg Score	13.45						
Test Takers	27	Avg Score	152.48	Avg Possible	34.00	Avg Possible	24.00						
Total Tests	28	Low Score	132	Low Score	7	Low Score	10						
Cut Score	150	High Score	176	High Score	27	High Score	17						
Elementary Education Multi-Subject Content Exam				Category 1		Category 2		Category 3					
Mathematics Subtest 5003				Avg % Correct	74%	Avg % Correct	63%	Avg % Correct	64%				
Avg Attempts	1.17	Avg % Correct	84%	Avg Score	11.91	Avg Score	7.53	Avg Score	7.66				
Test Takers	42	Avg Score	167.91	Avg Possible	16.00	Avg Possible	12.00	Avg Possible	12.00				
Total Tests	47	Low Score	108	Low Score	6	Low Score	1	Low Score	3				
Cut Score	146	High Score	200	High Score	15	High Score	12	High Score	12				
Reading & Language Arts Subtest 5002				Avg % Correct	59%	Avg % Correct	61%						
Avg Attempts	1.48	Avg % Correct	77%	Avg Score	18.41	Avg Score	20.57						
Test Takers	45	Avg Score	154.89	Avg Possible	31.00	Avg Possible	34.00						
Total Tests	61	Low Score	124	Low Score	11	Low Score	14						
Cut Score	150	High Score	183	High Score	26	High Score	30						
Social Studies Subtest 5004				Avg % Correct	60%	Avg % Correct	63%	Avg % Correct	51%				
Avg Attempts	1.38	Avg % Correct	77%	Avg Score	14.97	Avg Score	10.03	Avg Score	7.18				
Test Takers	49	Avg Score	153.15	Avg Possible	25.00	Avg Possible	16.00	Avg Possible	14.00				
Total Tests	65	Low Score	131	Low Score	9	Low Score	5	Low Score	3				
Cut Score	147	High Score	187	High Score	23	High Score	14	High Score	13				
Science Subtest 5005				Avg % Correct	61%	Avg % Correct	68%	Avg % Correct	64%				
Avg Attempts	1.25	Avg % Correct	80%	Avg Score	9.75	Avg Score	11.50	Avg Score	10.91				
Test Takers	45	Avg Score	159.54	Avg Possible	16.00	Avg Possible	17.00	Avg Possible	17.00				
Total Tests	56	Low Score	126	Low Score	6	Low Score	7	Low Score	5				
Cut Score	150	High Score	191	High Score	16	High Score	16	High Score	16				
Special Education Content Exam				Category 1		Category 2		Category 3		Category 4		Category 5	
Core Knowledge and Applications 5354				Avg % Correct	71%	Avg % Correct	80%	Avg % Correct	72%	Avg % Correct	67%	Avg % Correct	72%
Avg Attempts	1.00	Avg % Correct	85%	Avg Score	12.60	Avg Score	19.50	Avg Score	18.00	Avg Score	12.95	Avg Score	16.10
Test Takers	20	Avg Score	170.45	Avg Possible	17.65	Avg Possible	24.40	Avg Possible	25.00	Avg Possible	19.35	Avg Possible	22.05
Total Tests	20	Low Score	149	Low Score	9	Low Score	11	Low Score	13	Low Score	6	Low Score	12
Cut Score	145	High Score	184	High Score	16	High Score	23	High Score	23	High Score	18	High Score	20

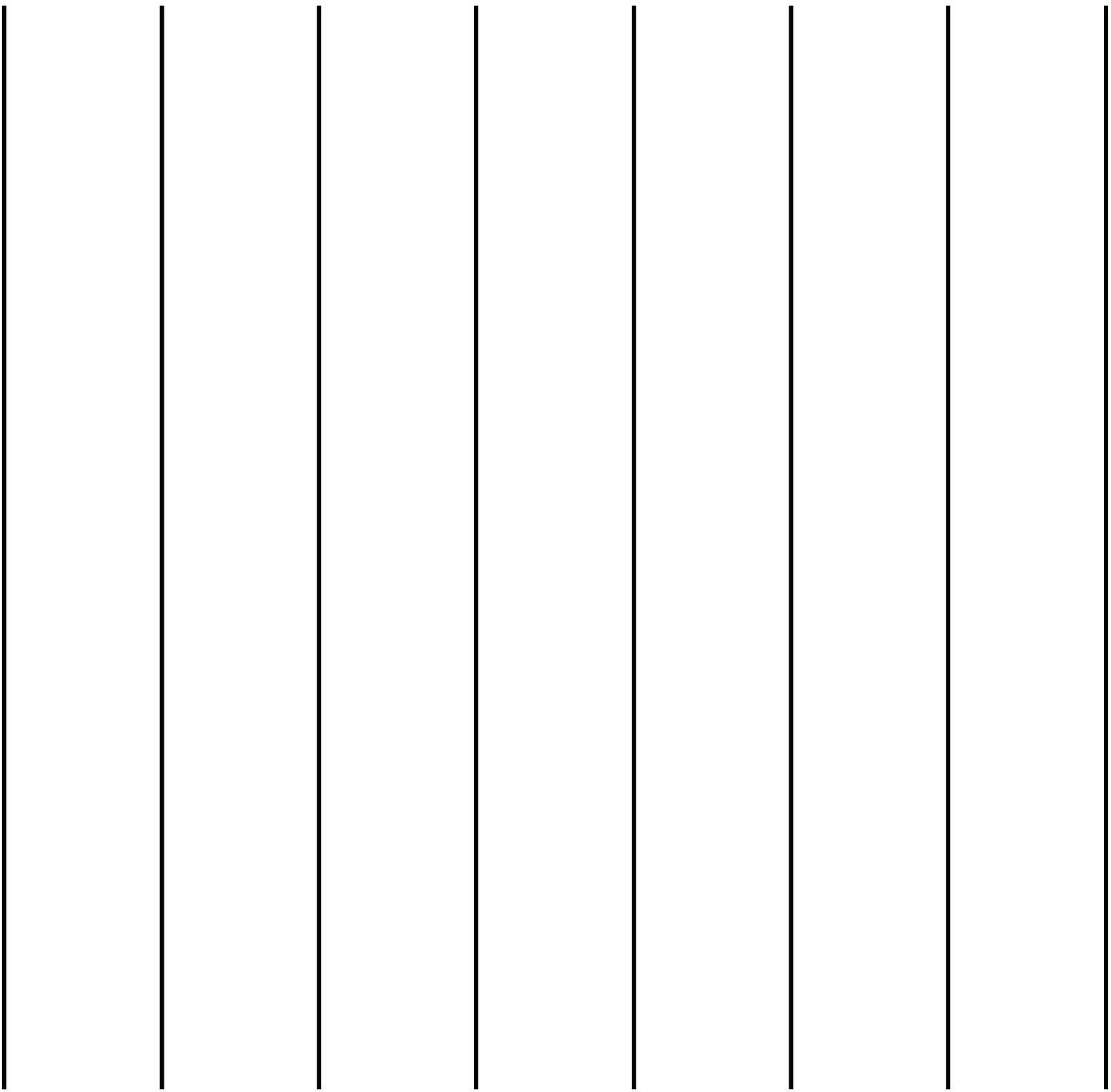


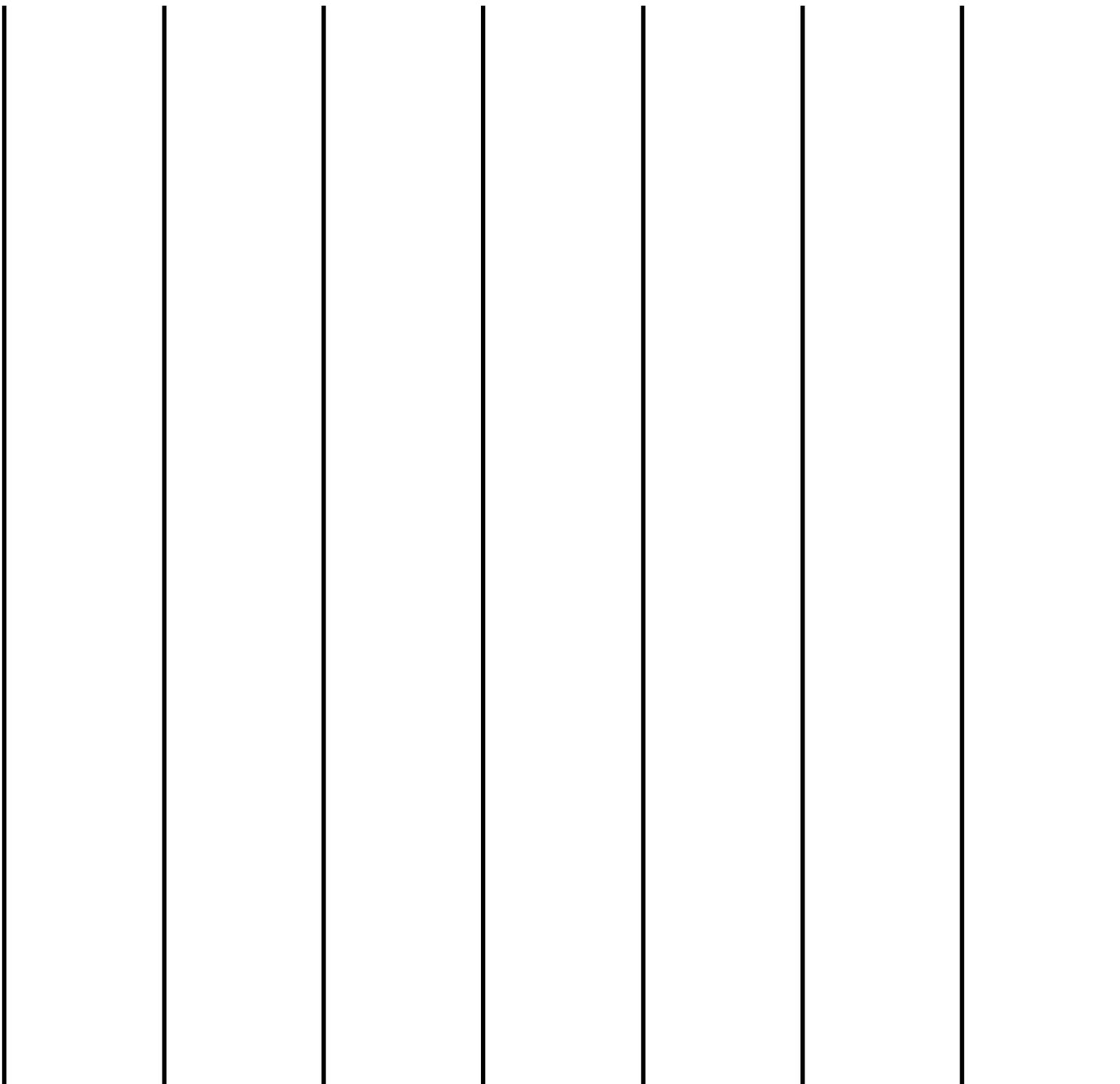
Music Education Content Exam				Category 1		Category 2		Category 3		Category 4		Category 5					
Content Knowledge 5113				Avg % Correct	63%	Avg % Correct	61%	Avg % Correct	62%	Avg % Correct	66%	Avg % Correct	67%				
Avg Attempts	1.41	Avg % Correct	80%	Avg Score	8.59	Avg Score	9.94	Avg Score	14.29	Avg Score	31.00	Avg Score	16.71				
Test Takers	13	Avg Score	159.41	Avg Possible	13.65	Avg Possible	16.35	Avg Possible	23.00	Avg Possible	47.00	Avg Possible	25.00				
Total Tests	17	Low Score	139	Low Score	5	Low Score	4	Low Score	11	Low Score	22	Low Score	9				
Cut Score	150	High Score	187	High Score	12	High Score	14	High Score	19	High Score	41	High Score	21				
Physical Education Content Exam				Category 1		Category 2		Category 3		Category 4							
Content Knowledge 5091				Avg % Correct	68%	Avg % Correct	82%	Avg % Correct	73%	Avg % Correct	76%						
Avg Attempts	1.00	Avg % Correct	78%	Avg Score	20.38	Avg Score	20.38	Avg Score	18.13	Avg Score	15.25						
Test Takers	8	Avg Score	156.75	Avg Possible	30.00	Avg Possible	25.00	Avg Possible	25.00	Avg Possible	20.00						
Total Tests	8	Low Score	147	Low Score	18	Low Score	17	Low Score	14	Low Score	12						
Cut Score	140	High Score	163	High Score	22	High Score	22	High Score	22	High Score	19						
Health Education Content Exam				Category 1		Category 2		Category 3		Category 4		Category 5					
Content Knowledge 5551				Avg % Correct	80%	Avg % Correct	77%	Avg % Correct	78%	Avg % Correct	85%	Avg % Correct	73%				
Avg Attempts	1.00	Avg % Correct	86%	Avg Score	14.33	Avg Score	25.33	Avg Score	25.67	Avg Score	11.00	Avg Score	9.00				
Test Takers	3	Avg Score	172.33	Avg Possible	18.00	Avg Possible	33.00	Avg Possible	33.00	Avg Possible	13.00	Avg Possible	12.33				
Total Tests	3	Low Score	167	Low Score	13	Low Score	23	Low Score	25	Low Score	9	Low Score	8				
Cut Score	145	High Score	179	High Score	15	High Score	28	High Score	28	High Score	13	High Score	10				
Spanish Education Content Exam				Category 1		Category 2		Category 3		Category 4		Category 5					
World Language 5195				Avg % Correct	79%	Avg % Correct	63%	Avg % Correct	56%	Avg % Correct	44%	Avg % Correct	63%				
Avg Attempts	1.00	Avg % Correct	79%	Avg Score	19.67	Avg Score	15.67	Avg Score	6.67	Avg Score	8.00	Avg Score	11.33				
Test Takers	3	Avg Score	157.70	Avg Possible	25.00	Avg Possible	25.00	Avg Possible	12.00	Avg Possible	18.00	Avg Possible	18.00				
Total Tests	3	Low Score	136	Low Score	16	Low Score	12	Low Score	5	Low Score	6	Low Score	5				
Cut Score	160	High Score	179	High Score	23	High Score	19	High Score	8	High Score	10	High Score	18				
Biology Education Content Exam				Category 1		Category 2		Category 3		Category 4		Category 5		Category 6			
Content Knowledge				Avg % Correct	71%	Avg % Correct	58%	Avg % Correct	56%	Avg % Correct	52%	Avg % Correct	53%	Avg % Correct	54%		
Avg Attempts	1.00	Avg % Correct	78%	Avg Score	12.00	Avg Score	14.00	Avg Score	13.50	Avg Score	12.50	Avg Score	10.00	Avg Score	6.50		
Test Takers	2	Avg Score	155.50	Avg Possible	17.00	Avg Possible	24.00	Avg Possible	24.00	Avg Possible	24.00	Avg Possible	17.50	Avg Possible	12.00		
Total Tests	2	Low Score	150	Low Score	11	Low Score	12	Low Score	9	Low Score	11	Low Score	9	Low Score	6		
Cut Score	147	High Score	161	High Score	13	High Score	16	High Score	18	High Score	14	High Score	11	High Score	7		
Chemistry Education Content Exam				Category 1		Category 2		Category 3		Category 4		Category 5		Category 6		Category 7	
Content Knowledge 5245				Avg % Correct	79%	Avg % Correct	83%	Avg % Correct	70%	Avg % Correct	60%	Avg % Correct	57%	Avg % Correct	71%	Avg % Correct	63%
Avg Attempts	1.00	Avg % Correct	78%	Avg Score	11.00	Avg Score	10.00	Avg Score	10.50	Avg Score	12.00	Avg Score	8.50	Avg Score	8.50	Avg Score	7.50
Test Takers	3	Avg Score	156.50	Avg Possible	14.00	Avg Possible	12.00	Avg Possible	15.00	Avg Possible	20.00	Avg Possible	15.00	Avg Possible	12.00	Avg Possible	12.00
Total Tests	3	Low Score	142	Low Score	10	Low Score	8	Low Score	6	Low Score	8	Low Score	3	Low Score	8	Low Score	6
Cut Score	135	High Score	171	High Score	12	High Score	12	High Score	13	High Score	14	High Score	10	High Score	11	High Score	9

English Language Art Education Content Exam				Category 1		Category 2		Category 3								
Content Knowledge 5038				Avg % Correct	82%	Avg % Correct	86%	Avg % Correct								
Avg Attempts	1.00	Avg % Correct	92%	Avg Score	33.75	Avg Score	24.00	Avg Score	32.50							
Test Takers	4	Avg Score	184.50	Avg Possible	41.00	Avg Possible	28.00	Avg Possible	41.00							
Total Tests	4	Low Score	182	Low Score	32	Low Score	23	Low Score	32							
Cut Score	167	High Score	190	High Score	36	High Score	26	High Score	33							
Mathematics Education Content Exam				Category 1		Category 2										
Content Knowledge 5161				Avg % Correct	60%	Avg % Correct	56%									
Avg Attempts	2.13	Avg % Correct	77%	Avg Score	20.38	Avg Score	9.00									
Test Takers	3	Avg Score	153.63	Avg Possible	34.00	Avg Possible	16.00									
Total Tests	8	Low Score	139	Low Score	16	Low Score	6									
Cut Score	160	High Score	170	High Score	25	High Score	13									
Social Studies Education Content Exam				Category 1		Category 2		Category 3		Category 4		Category 5		Category 6		
Content Knowledge 5081				Avg % Correct	76%	Avg % Correct	76%	Avg % Correct	74%	Avg % Correct	73%	Avg % Correct	63%	Avg % Correct	77%	
Avg Attempts	1.00	Avg % Correct	88%	Avg Score	16.75	Avg Score	16.75	Avg Score	17.00	Avg Score	11.75	Avg Score	10.00	Avg Score	8.50	
Test Takers	4	Avg Score	175.25	Avg Possible	22.00	Avg Possible	22.00	Avg Possible	23.00	Avg Possible	16.00	Avg Possible	16.00	Avg Possible	11.00	
Total Tests	4	Low Score	155	Low Score	12	Low Score	12	Low Score	14	Low Score	8	Low Score	7	Low Score	7	
Cut Score	146	High Score	189	High Score	21	High Score	21	High Score	19	High Score	14	High Score	14	High Score	10	
World and US History Education Content Exam				Category 1		Category 2		Category 3		Category 4		Category 5				
Content Knowledge 5941				Avg % Correct	64%	Avg % Correct	63%	Avg % Correct	62%	Avg % Correct	65%	Avg % Correct	62%			
Avg Attempts	1.00	Avg % Correct	78%	Avg Score	17.20	Avg Score	17.20	Avg Score	17.40	Avg Score	18.40	Avg Score	17.00			
Test Takers	5	Avg Score	155.40	Avg Possible	27.00	Avg Possible	27.40	Avg Possible	28.00	Avg Possible	28.40	Avg Possible	27.40			
Total Tests	5	Low Score	137	Low Score	11	Low Score	15	Low Score	13	Low Score	14	Low Score	11			
Cut Score	135	High Score	170	High Score	23	High Score	19	High Score	22	High Score	23	High Score	23			
Principles of Learn & Teaching				Category 1		Category 2		Category 3		Category 4		Category 5				
Grades K-6 5622				Avg % Correct	65%	Avg % Correct	68%	Avg % Correct	64%	Avg % Correct	76%	Avg % Correct	74%			
Avg Attempts	1.22	Avg % Correct	84%	Avg Score	13.86	Avg Score	13.94	Avg Score	8.66	Avg Score	10.52	Avg Score	11.88			
Test Takers	53	Avg Score	167.85	Avg Possible	21.46	Avg Possible	20.51	Avg Possible	13.65	Avg Possible	13.89	Avg Possible	16.00			
Total Tests	65	Low Score	142	Low Score	8	Low Score	6	Low Score	4	Low Score	7	Low Score	5			
Cut Score	160	High Score	190	High Score	20	High Score	19	High Score	13	High Score	14	High Score	16			
Principles of Learn & Teaching				Category 1		Category 2		Category 3		Category 4		Category 5				
Grades 7-12 5624				Avg % Correct	70%	Avg % Correct	74%	Avg % Correct	73%	Avg % Correct	71%	Avg % Correct	64%			
Avg Attempts	1.23	Avg % Correct	86%	Avg Score	14.57	Avg Score	15.43	Avg Score	10.17	Avg Score	9.40	Avg Score	10.20			
Test Takers	31	Avg Score	171.86	Avg Possible	20.83	Avg Possible	20.91	Avg Possible	14.00	Avg Possible	13.23	Avg Possible	16.00			
Total Tests	35	Low Score	149	Low Score	8	Low Score	11	Low Score	4	Low Score	6	Low Score	4			
Cut Score	157	High Score	190	High Score	19	High Score	19	High Score	14	High Score	13	High Score	16			











SD BOR Cross-Curricular Learning Outcomes		Professionalism				Initiative and problem solving				Communication skills				SD BOR Curriculum Learning Outcomes	
		Punctuality and attendance	Meets deadlines/keeps appointments	Addresses others appropriately	Appropriate dress, grooming, and appearance	Works independently when appropriate	Takes pride in work/goes beyond minimum requirements	Seeks solutions instead of complaining	Demonstrates leadership qualities	Speaks appropriately (e.g. on topic, logical, correct language and grammar)	Listens respectfully while others are speaking	Justifies perspective based on research and experience	Composes correspondence in a professional manner		
Grwth	Avg	0.06	0.19	0.19	0.06	0.19	0.38	0.19	0.25	0.25	0.19	0.38	0.13	Grwth	
	N	16	16	16	16	16	16	16	16	16	16	16	16		
	-1	6%	0%	6%	6%	0%	0%	0%	0%	0%	0%	0%	0%		
	0	81%	81%	69%	81%	81%	69%	81%	75%	75%	81%	69%	88%		
	1	13%	19%	25%	13%	19%	25%	19%	25%	25%	19%	25%	13%		
	2	0%	0%	0%	0%	0%	6%	0%	0%	0%	0%	6%	0%		
Mid	All	Avg	3.47	3.33	3.50	3.53	3.53	3.47	3.53	3.43	3.40	3.60	3.27	3.43	Mid
		Std	0.68	0.66	0.51	0.51	0.57	0.73	0.57	0.57	0.50	0.50	0.64	0.57	
		N	30	30	30	30	30	30	30	30	30	30	30	30	
		%	97%	90%	100%	100%	97%	93%	97%	97%	100%	100%	97%	97%	
Fin	All	Avg	3.60	3.63	3.67	3.57	3.67	3.70	3.73	3.57	3.67	3.77	3.57	3.67	Fin
		Std	0.50	0.56	0.48	0.50	0.48	0.53	0.45	0.57	0.48	0.43	0.50	0.48	
		N	30	30	30	30	30	30	30	30	30	30	30	30	
		%	100%	97%	100%	100%	100%	97%	100%	97%	100%	100%	100%	100%	
Grwth	Grwth	Avg	0.13	0.30	0.17	0.03	0.13	0.23	0.20	0.13	0.27	0.17	0.30	0.23	
		N	30	30	30	30	30	30	30	30	30	30	30	30	
		-1	7%	0%	3%	7%	7%	3%	0%	3%	3%	3%	0%	3%	
		0	77%	73%	77%	83%	73%	73%	80%	80%	67%	77%	73%	73%	
		1	13%	23%	20%	10%	20%	20%	20%	17%	30%	20%	23%	20%	
		2	3%	3%	0%	0%	0%	3%	0%	0%	0%	0%	3%	3%	



Cross-sectional Learning Outcomes	Collaboration/Teamwork				Reflection and Growth				Professional Ethics				Avg
	Shows respect for others regardless of differences (race, ethnicity, development)	Does not exhibit a sense of entitlement	Uses diplomacy in negotiations with others	Works effectively as part of a team when appropriate	Reflects accurately on performance and identifies areas for growth	Seeks appropriate resources to improve skills & knowledge	Accepts responsibility for own behaviors & performance	Accepts and implements constructive feedback	Is able to perceive an ethical dilemma and its potential consequences	Reports any potential ethical issues to the appropriate overseers	Recognizes stakeholders and their views w/in context of ethical dilemma	Can identify alternate course of actions/solutions to an ethical dilemma	
Avg	0.31	0.06	0.20	0.25	0.44	0.19	0.19	0.31	0.17	0.17	0.17	0.08	0.21
N	16	16	15	16	16	16	16	16	12	12	12	12	
-1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%
0	69%	94%	80%	75%	56%	88%	81%	69%	83%	83%	83%	92%	79%
1	31%	6%	20%	25%	44%	13%	19%	31%	17%	17%	17%	8%	20%
2	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%
Avg	3.53	3.63	3.45	3.53	3.40	3.47	3.57	3.50	3.36	3.41	3.43	3.39	3.47
Std	0.57	0.49	0.51	0.57	0.56	0.51	0.50	0.63	0.49	0.50	0.51	0.50	
N	30	30	29	30	30	30	30	30	25	22	23	23	
%	97%	100%	100%	97%	97%	100%	93%	100%	100%	100%	100%	100%	
Avg	3.77	3.77	3.67	3.83	3.80	3.70	3.80	3.87	3.57	3.48	3.54	3.48	3.68
Std	0.43	0.43	0.48	0.38	0.41	0.53	0.41	0.35	0.50	0.51	0.51	0.51	
N	30	30	30	30	30	30	30	30	25	22	23	23	
%	100%	100%	100%	100%	100%	97%	100%	100%	100%	100%	100%	100%	
Avg	0.23	0.13	0.21	0.30	0.40	0.23	0.23	0.37	0.12	0.10	0.09	0.05	0.21
N	30	30	29	30	30	30	30	30	25	21	23	22	
-1	7%	3%	0%	0%	3%	3%	3%	0%	4%	5%	4%	5%	3%
0	63%	80%	79%	70%	53%	70%	70%	67%	80%	81%	83%	86%	75%
1	30%	17%	21%	30%	43%	27%	27%	30%	16%	14%	13%	9%	21%
2	0%	0%	0%	0%	0%	0%	0%	3%	0%	0%	0%	0%	1%

Standard 1 Understanding and Addressing Each Child’s Developmental and Learning Needs				Standard 2 Understanding and Applying Content and Curricular Knowledge for Teaching				
ELED CAEP SPA		1.a – How do candidates use their understanding of how children grow, develop and learn to assess, plan, and implement developmentally appropriate and challenging learning experiences and environments that take into account individual children’s strengths and needs?	1.b – How does the candidate use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs?	1.c – How does the candidate work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation?	2.a – How does the candidate demonstrate and apply understanding of the elements of literacy critical for purposeful oral, print, and digital communication?	2.b – How does the candidate demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains?	2.c – How does the candidate demonstrate and apply understandings and integration of the three dimensions of science: science and engineering practices, crosscutting concepts, and major disciplinary core ideas within the major content areas of science?	2.d – How does the candidate demonstrate understandings, capabilities, and practices associated with the central concepts and tools in civics, economics, geography, and history, within a framework of informed inquiry?
	FA20	Avg	3.45	3.72	3.69	3.52	3.41	3.24
Std		0.57	0.45	0.60	0.57	0.63	0.54	0.50
N		29	29	29	29	29	21	19
%		97%	100%	93%	97%	93%	95%	95%
SP21	Avg	3.71	3.46	3.50	3.75	3.44	3.09	3.11
	Std	0.53	0.58	0.51	0.59	0.58	0.51	0.46
	N	28	28	24	28	27	23	19
	%	96%	96%	100%	93%	96%	91%	95%
AY 2020-21	Avg	3.58	3.60	3.60	3.63	3.43	3.16	3.13
	Std	0.57	0.53	0.57	0.59	0.60	0.53	0.47
	N	57	57	53	57	56	44	38
	%	96%	98%	96%	95%	95%	93%	95%

Standard 3 Assessing, Planning, and Designing Contexts for Learning:

ELED CAEP SPA, cont'd		3.a - How does the candidate administer formative and summative assessments regularly to determine students' competencies and learning needs?	3.b - How does the candidate use assessment results to improve instruction and monitor learning?	3.c - How does the candidate plan instruction including goals, materials, learning activities and assessments?	3.d - How do candidates differentiate instructional plans to meet the needs of every student in the classroom?	3.e -How does the candidate manage the classroom by setting and maintaining social norms and behavioral expectations?	3.f – How do candidates explicitly support motivation and engagement in learning for every student through a variety of evidence-based practices?
FA20	Avg	3.62	3.62	3.72	3.66	3.62	3.52
	Std	0.56	0.49	0.45	0.48	0.62	0.57
	N	29	29	29	29	29	29
	%	97%	100%	100%	100%	93%	97%
SP21	Avg	3.71	3.71	3.82	3.68	3.64	3.64
	Std	0.60	0.53	0.48	0.55	0.62	0.62
	N	28	28	28	28	28	28
	%	93%	96%	96%	96%	93%	93%
AY 2020-21	Avg	3.67	3.67	3.77	3.67	3.63	3.58
	Std	0.58	0.51	0.46	0.51	0.62	0.60
	N	57	57	57	57	57	57
	%	95%	98%	98%	98%	93%	95%

Standard 4 Supporting Each Child's Learning Using Effective Instruction								
ELED CAEP SPA, cont'd		4.a – How does the candidate use a variety of instructional practices to support the learning of every student?	4.b – How does the candidate teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child?	4.c – How does the candidate teach concepts, skills, and strategies to guide students as they learn?	4.d – How does the candidate provide feedback to guide children's learning, increase motivation, and improve engagement?	4.e – How does the candidate plan, lead, and manage whole class discussion and ensure the equitable participation of every child?	4.f – How does the candidate organize and manage small group instruction to meet the learning needs of each child?	4.g – How does the candidate organize and plan individual instruction that improves or enhances each child's learning?
FA20	Avg	3.66	3.76	3.69	3.59	3.59	3.50	3.45
	Std	0.55	0.51	0.47	0.50	0.63	0.58	0.51
	N	29	29	29	29	29	28	29
	%	97%	97%	100%	100%	93%	96%	100%
SP21	Avg	3.75	3.79	3.64	3.61	3.43	3.68	3.75
	Std	0.52	0.50	0.56	0.57	0.63	0.48	0.52
	N	28	28	28	28	28	28	28
	%	96%	96%	96%	96%	93%	100%	96%
AY 2020-21	Avg	3.70	3.77	3.67	3.60	3.51	3.59	3.60
	Std	0.53	0.50	0.51	0.53	0.63	0.53	0.53
	N	57	57	57	57	57	56	57
	%	96%	96%	98%	98%	93%	98%	98%

Standard 5 Developing as a Professional				
ELED CAEP SPA, cont'd		5.a – How does the candidate work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner’s development and growth?	5.b – How does a candidate design and implement professional development activities based on ongoing analysis of student learning; self-reflection; professional standards, research and best practices; and standards of ethical professional practice?	5.c – How do candidates participate in peer and collaborative professional learning to enhance student learning?
FA20	Avg	3.83	3.71	3.82
	Std	0.38	0.46	0.39
	N	29	28	28
	%	100%	100%	100%
SP21	Avg	3.86	3.79	3.75
	Std	0.45	0.57	0.52
	N	28	28	28
	%	96%	93%	96%
AY 2020- 21	Avg	3.84	3.75	3.79
	Std	0.41	0.51	0.46
	N	57	56	56
	%	98%	96%	98%

SPED CEC SPA		Learner Dev &		Learning Environments			Content Knowledge			Assessment			
		1.1	1.2	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	4.4
FA20	Avg	3.60	3.84	3.76	3.56	3.24	3.50	3.64	3.52	3.32	3.40	3.29	3.50
	Std	0.58	0.37	0.44	0.51	0.60	0.51	0.49	0.59	0.56	0.58	0.55	0.51
	N	25	25	25	25	25	24	25	25	25	25	24	24
	%	96%	100%	100%	100%	92%	100%	100%	96%	96%	96%	96%	100%
SP21	Avg	3.64	3.78	3.64	3.50	3.19	3.44	3.56	3.50	3.28	3.34	3.24	3.46
	Std	0.49	0.42	0.54	0.51	0.62	0.50	0.50	0.56	0.51	0.54	0.50	0.51
	N	36	36	36	36	36	36	36	36	36	35	33	35
	%	100%	100%	97%	100%	89%	100%	100%	97%	97%	97%	97%	100%
AY 2020-21	Avg	3.62	3.80	3.69	3.52	3.21	3.47	3.59	3.51	3.30	3.37	3.26	3.47
	Std	0.52	0.40	0.50	0.50	0.61	0.50	0.50	0.57	0.53	0.55	0.52	0.50
	N	61	61	61	61	61	60	61	61	61	60	57	59
	%	98%	100%	98%	100%	90%	100%	100%	97%	97%	97%	96%	100%

SPED CEC SPA, cont'd		Instructional Planning & Strategies							Professional Learning & Ethics						Collaboration		
		5.1	5.2	5.3	5.4	5.5	5.6	5.7	6.1	6.2	6.3	6.4	6.5	6.6	7.1	7.2	7.3
FA20	Avg	3.72	3.48	3.21	3.24	3.38	3.52	3.36	3.76	3.64	3.60	3.76	3.38	3.26	3.44	3.46	3.56
	Std	0.46	0.51	0.66	0.60	0.50	0.51	0.70	0.44	0.49	0.50	0.44	0.49	0.54	0.51	0.51	0.58
	N	25	25	24	25	21	25	25	25	25	25	25	24	23	25	24	25
	%	100%	100%	88%	92%	100%	100%	88%	100%	100%	100%	100%	100%	96%	100%	100%	96%
SP21	Avg	3.58	3.42	3.15	3.25	3.26	3.47	3.28	3.64	3.56	3.56	3.69	3.30	3.18	3.43	3.34	3.47
	Std	0.55	0.50	0.57	0.55	0.44	0.51	0.61	0.49	0.50	0.50	0.47	0.47	0.46	0.50	0.54	0.61
	N	36	36	33	36	31	36	36	36	36	36	36	33	33	35	35	36
	%	97%	100%	91%	94%	100%	100%	92%	100%	100%	100%	100%	100%	97%	100%	97%	94%
AY 2020-21	Avg	3.64	3.44	3.18	3.25	3.31	3.49	3.31	3.69	3.59	3.57	3.72	3.33	3.21	3.43	3.39	3.51
	Std	0.52	0.50	0.60	0.57	0.47	0.50	0.65	0.47	0.50	0.50	0.45	0.48	0.49	0.50	0.53	0.60
	N	61	61	57	61	52	61	61	61	61	61	61	57	56	60	59	61
	%	98%	100%	89%	93%	100%	100%	90%	100%	100%	100%	100%	100%	96%	100%	98%	95%

ECE SPA		1.1	1.2	2.1	2.2	3.1	3.2	4.1	4.2	4.3	5.1	5.2	5.3	5.4	5.5
AY 2020-21	Avg	3.17	3.42	3.17	2.80	3.00	2.92	3.17	3.33	3.08	3.25	3.33	3.08	3.25	3.00
	Std	0.83	0.67	0.83	0.63	0.85	0.67	0.83	0.65	0.67	0.87	0.78	0.90	0.87	0.60
	N	12	12	12	10	12	12	12	12	12	12	12	12	12	12
	%	75%	92%	75%	70%	67%	75%	75%	92%	83%	75%	83%	67%	75%	83%

SPA Data is not published for other programs due to low (less than 10) Ns.



# Specialized Program Area Evaluation (Elementary Education)

## Placement Information

**Teacher Candidate's Name\***

First Name

Last Name

**Cooperating Teacher's Name\***

First Name

Last Name

**Cooperating School Name\***

**Grade level\***

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade



- 5th Grade
- 6th Grade
- Other:

**Cooperating School City\***

**Cooperating School State\***

**University Supervisor's Name\***

First Name

Last Name

**I am the \***

- Cooperating Teacher
- University Supervisor

**Rubric for Standard 1.a** – *How do candidates use their understanding of how children grow, develop and learn to assess, plan, and implement developmentally appropriate and challenging learning experiences and environments that take into account individual children's strengths and needs?*

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>The Beginning Candidate</b>	<b>The Developing Candidate</b>	<b>The Competent Candidate</b>	<b>The Accomplished Candidate</b>
<p>Candidate demonstrates little or no understanding of how children grow, develop, and learn. Candidate does not gather</p>	<p>Candidate understands how children grow and develop across the developmental domains, how development in each domain impacts growth in the other domains, and how all together they impact learning, but do not use this knowledge to plan developmentally appropriate and challenging learning</p>	<p>Candidate uses their understanding of how children grow and develop across the developmental domains, how development in each domain impacts growth in the other domains, and how all together they impact learning to plan and implement developmentally appropriate and challenging learning experiences and</p>	<p>Candidate uses their understanding of how children grow and develop across the developmental domains, how development in each domain impacts growth in the other domains, and how all together they impact learning to plan and implement learning experiences and environments that consider individual children's strengths and needs, and are able to articulate the theoretical</p>

information about learners' development.	experiences or environments. Candidate gathers information about learners' development but does not do this systematically or does not use this information to support development.	environments that consider individual children's strengths and needs. Candidate observes and records learners' development, individually and in group contexts, to determine strengths and needs in each area of development.	foundations for their plans and actions. Candidate assesses learners' development, using a variety of assessments, individually and in group contexts, to determine strengths and needs in each area of development.
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**Rubric for Standard 1.b** – *How does the candidate use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs?*

<b>Level 1 The Beginning Candidate</b>	<b>Level 2 The Developing Candidate</b>	<b>Level 3 The Competent Candidate</b>	<b>Level 4 The Accomplished Candidate</b>
<p>Candidate does not understand nor recognize the individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context. Candidate does not gather nor use information about individual children's unique characteristics to inform planning and implementation of learning experiences and environments.</p>	<p>Candidate understands and recognizes the individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context. Candidate gathers information about individual children's unique characteristics but does not use it or uses it ineffectively to inform planning and implementation of learning experiences and environments.</p>	<p>Candidate understands and recognizes the individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context and how these differences might be used to maximize a student's learning. Candidate gathers and uses information about individual children's characteristics to inform planning and implementation of learning experiences and environments that build on children's strengths and address their individual needs; they monitor effects of those experiences and environments on individual children's development and learning.</p>	<p>Candidate understands and recognizes the individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context and how these differences might be used to maximize a student's learning; they recognize that individual learner characteristics and family, cultural, and community backgrounds are interrelated creating a unique learning profile for each student. Candidate gathers and uses information about individual children's characteristics to inform planning and implementation of learning experiences and environments that build on children's strengths and address their individual needs; they systematically monitor effects of those experiences and environments on individual children's development and learning; and consider how their own experiences and potential biases may impact their instructional decisions and their relationships with learners and their families.</p>

**Rubric for Standard 1.c** – *How does the candidate work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation?*

<b>Level 1</b> <b>The Beginning Candidate</b>	<b>Level 2</b> <b>The Developing Candidate</b>	<b>Level 3</b> <b>The Competent Candidate</b>	<b>Level 4</b> <b>The Accomplished Candidate</b>
<p>Candidate may respond to communication from families but does not initiate communication with families. Candidate's communication and actions demonstrate little or no knowledge of home culture and language, various structures of families, and different beliefs about parenting; or the candidate's interactions with families are insensitive to these factors. Candidate's actions or comments denigrate families who are facing adversity and who may need support to actively participate in their child's education.</p>	<p>Candidate initiates communication with families but communication is one-way from the child's learning and school to home and focuses primarily on reporting progress or problem behavior. Candidate's communication and actions demonstrate knowledge of home culture and language, various structures of families and different beliefs about parenting.</p>	<p>Candidate engages in respectful and reciprocal communication with families to exchange a variety of information to help motivate development, particularly families of children with special needs and English Language Learners. Candidate's communication and actions demonstrate knowledge of home culture and language, various structures of families and different beliefs about parenting, and understanding of the potential effects on children whose families are facing adversity and may need support to actively participate in their child's education.</p>	<p>Candidate engages in respectful and reciprocal communication with all families to exchange a variety of information to help the child in school, particularly families of children with special needs and English Language Learners. Candidate partners with families to motivate their child/children and to set shared challenging yet reachable goals for each child's learning and development. Candidate's communication and actions demonstrate knowledge of home culture and language, various structures of families and different beliefs about parenting; and understanding of the potential effects on children whose families are facing adversity and may need support to actively participate in their child's education; and candidate works respectfully to help all families access school and community resources to support their child's learning and development.</p>

**Standard 1 Understanding and Addressing Each Child's Developmental and Learning Needs: Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high**

**quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning \***

**on children's strengths and needs and how to motivate their learning. \*\***

	Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate	NO - not observed
1.a – How do candidates use their understanding of how children grow, develop and learn to assess, plan, and implement developmentally appropriate and challenging learning experiences and environments that take into account individual children's strengths and needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.b – How does the candidate use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

that build on children's strengths and address their individual needs? The performance characteristics describe expectations for candidates to understand individual differences and diverse family, cultural, and community backgrounds; and, to use this understanding to plan and implement learning experiences and environments.

1.c – How does the candidate work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation?



**Rubric for Standard 2.d** – *How does the candidate demonstrate understandings, capabilities, and practices associated with the central concepts and tools in civics, economics, geography, and history, within a framework of informed inquiry?*

<b>Level 1 The Beginning Candidate</b>	<b>Level 2 The Developing Candidate</b>	<b>Level 3 The Competent Candidate</b>	<b>Level 4 The Accomplished Candidate</b>
<p>Candidate is unable to demonstrate knowledge of the central concepts and the tools of informed inquiry within civics, economics, geography, and history. Candidate is unable to demonstrate understanding of the framework of informed inquiry which guides instruction in the social studies.</p>	<p>Candidate knows central concepts within civics, economics, geography, and history. Candidate's explanations demonstrate understanding of the framework of informed inquiry which guides instruction in the social studies.</p>	<p>Candidate demonstrates knowledge and understanding and is able to describe and plan for instructional use of the central concepts and the tools of informed inquiry within civics, economics, geography, and history. Candidate understands the framework of informed inquiry which guides instruction in the social studies, demonstrating the ability to implement curricular program lessons in social studies which incorporate meaningful, integrative, value-based, challenging, and active processes.</p>	<p>Candidate demonstrates knowledge and understanding, and is able to describe and plan for integrated instructional applications of the central concepts and tools of informed inquiry within civics, economics, geography, and history. Candidate understands the framework of informed inquiry which guides instruction in the social studies, demonstrating the ability to design and implement lessons in social studies that illustrate teaching and the facilitation of learning that is meaningful, integrative, value-based, challenging, and active.</p>

**Standard 2 Understanding and Applying Content and Curricular Knowledge for Teaching: Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.\***

	Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate	NO - not observed
2.a – How does the candidate demonstrate and apply understanding of the elements of literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

critical for  
purposeful oral,  
print, and digital  
communication?

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2.b – How does  
the candidate  
demonstrate  
and apply  
understandings  
of major  
mathematics  
concepts,  
algorithms,  
procedures,  
applications and  
mathematical  
practices in  
varied contexts,  
and connections  
within and  
among  
mathematical  
domains?

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2.c – How does  
the candidate  
demonstrate  
and apply  
understandings  
and integration  
of the three  
dimensions of  
science: science  
and engineering  
practices,  
crosscutting  
concepts, and  
major  
disciplinary core  
ideas within the  
major content



areas of science?

2.d – How does the candidate demonstrate understandings, capabilities, and practices associated with the central concepts and tools in civics, economics, geography, and history, within a framework of informed inquiry?



**Rubric for Standard 3.a** - *How does the candidate administer formative and summative assessments regularly to determine students' competencies and learning needs?*

<b>Level 1</b> <b>The Beginning Candidate</b>	<b>Level 2</b> <b>The Developing Candidate</b>	<b>Level 3</b> <b>The Competent Candidate</b>	<b>Level 4</b> <b>The Accomplished Candidate</b>
Candidate administers required summative assessments. Candidate does not interpret assessments that have been administered.	Candidate selects and administers formative and summative assessments without making modifications to meet individual student needs. Candidate interprets formative and summative assessments to provide required data reports for accountability.	Candidate selects and administers a variety of formative and summative assessments and differentiates assessments using modifications based on students' individual learning needs. Candidate designs, administers, and accurately interprets formative and summative assessments to identify learners' needs, to monitor learning and behavior, and to report progress.	Candidate designs, selects, adapts, and administers a variety of formative and summative assessments and differentiates assessments using modifications based on students' individual learning needs. Candidate designs, administers, and accurately interprets formative and summative assessments to identify learners' needs, to monitor learning and behavior, and to report progress. Candidate provide opportunities for students' choice about how they will demonstrate understanding by

designing formative and summative assessment tasks that consider individual student needs.

**Rubric for Standard 3.b** - *How does the candidate use assessment results to improve instruction and monitor learning?*

<b>Level 1 The Beginning Candidate</b>	<b>Level 2 The Developing Candidate</b>	<b>Level 3 The Competent Candidate</b>	<b>Level 4 The Skillful Candidate</b>
Candidate does not use assessment information to effectively plan instruction. Candidate provides minimal feedback to students, such as grades with no explanation.	Candidate uses assessment information to plan initial instruction but does not make adjustments during instruction based on the formative assessment data they are collecting. Candidate uses a single assessment source to provide general feedback to groups or individuals about their achievement.	Candidate uses assessment information to plan, monitor, and adapt instruction; adjusting instruction to meet the needs of groups of students. Candidate uses multiple assessment sources to provide detailed, task-specific feedback to individuals and groups about their achievement and engagement.	Candidate uses assessment information to plan, monitor, and adapt instruction to meet the needs of individuals and groups of students, providing both remediation and enrichment. Candidates use a variety of assessment sources to provide detailed, task-specific feedback to individuals and groups about their achievement and engagement in tandem with implementing assessment strategies that facilitate student reflection and self-assessment to identify their successes and struggles, efforts needed to reach their goals, and their preferred learning

**Rubric for Standard 3.c** - *How does the candidate plan instruction including goals, materials, learning activities and assessments?*

<b>Level 1 The Beginning Candidate</b>	<b>Level 2 The Developing Candidate</b>	<b>Level 3 The Competent Candidate</b>	<b>Level 4 The Accomplished Candidate</b>
Candidate's instructional plans do not address goals, learning activities, materials, grouping models, educational	Candidate's instructional plans address some but not all of these components: goals, materials, learning activities, grouping models, educational technologies, assessments, and modifications or	Candidate's instructional plans are based on evidence of individual student's strengths and needs, and include use of goals, materials, learning activities, grouping models, educational	Candidate's instructional plans are based on evidence of individual student's strengths and needs, and include coordinated use of materials, learning activities, grouping models, educational

technologies, assessments, and modifications or adaptations for students with special needs. Candidates do not plan for effective use of time in instruction.	adaptations for students with special needs, and does not connect or relate these components. Candidate's plans for use of instructional time do not address a balance of time for instruction, engaged student learning, and assessment.	technologies, assessments, and modifications or adaptations for students with special needs. Candidates allocate a balance of time for instruction, academic engagement support, learning activities and assessments.	technologies, and assessments, as well as adaptations for students with special needs. Candidates plan for use of instructional time by allocating a balance of time for instruction, engaged student learning, and assessment.
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**Rubric for Standard 3.d - How do candidates differentiate instructional plans to meet the needs of every student in the classroom?**

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>The Beginning Candidate</b>	<b>The Developing Candidate</b>	<b>The Competent Candidate</b>	<b>The Accomplished Candidate</b>
Candidate does not plan for differentiated instruction to meet the needs of subsets of individual students in the classroom.	Candidate plans are differentiated based on strengths or needs of a subset of students in the classroom and include modifying content or instructional processes. Candidate plans specific strategies to scaffold learning for subsets of students but not for individuals.	Candidate plans are differentiated based on strengths and needs of individual students and include using a variety of instructional approaches, modifying content, instructional processes, products, and learning environments that address individual student interests and preferences for learning. Candidate plans specific strategies to scaffold learning for individual students by using their knowledge of current levels of student understanding, skill level, motivation, and individual strengths and needs.	Candidate plans are differentiated according to learner readiness, strengths, weaknesses, interests, and motivators of individual students, and include using a variety of instructional approaches, modifying content, instructional processes, products, and learning environments that address individual student interests and preferences for learning. Plans differentiate content by planning a variety of options that modify the difficulty, depth, or complexity of the materials. Candidate plans specific strategies to scaffold learning by using their knowledge of current levels of student understanding, skill level, motivation, and individual strengths and needs. And, plans differentiate how students will demonstrate their learning.

**Rubric for Standard 3.e -How does the candidate manage the classroom by setting and maintaining social norms and behavioral expectations?**

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>The Beginning</b>	<b>The Developing</b>	<b>The Competent Candidate</b>	<b>The Accomplished Candidate</b>

<b>Candidate</b> Candidate does not establish classroom rules or procedures; or, established rules and procedures do not lead to productive interactions or engagement in learning. Candidate is ineffective in maintaining norms established by those rules or procedures. Candidate uses sarcasm or punitive consequences to attempt to manage student behavior.	<b>Candidate</b> Candidate creates rules for behavior and social interaction or establishes procedures for academic work; but does not involve students in establishing these norms. Candidate is inconsistent in maintaining expectations for rules and procedures	Candidate establishes rules and procedures for behavior, social interaction, and academic work, and involves students in the process of setting these norms. Candidates maintain the expectations for rules and procedures by periodically reviewing the expectations, recognizing students' successful participation, and requesting student input into revision of norms.	Candidate establishes rules and procedures for behavior, social interaction, and academic work, and involves students in the process of setting these norms. Candidates maintain the expectations for rules and procedures through explicit instruction to help students acquire such social competencies as: emotion recognition, stress-management, empathy, problem-solving, or decision-making skills.
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**Rubric for Standard 3.f** – *How do candidates explicitly support motivation and engagement in learning for every student through a variety of evidence-based practices?*

The performance characteristics at each level describe expectations for candidates to explicitly support motivation and engagement in learning for every student.

<b>Level 1</b> <b>The Beginning Candidate</b>	<b>Level 2</b> <b>The Developing Candidate</b>	<b>Level 3</b> <b>The Competent Candidate</b>	<b>Level 4</b> <b>The Accomplished Candidate</b>
Candidate does not facilitate adequate motivation support such as scaffolding for cognitive tasks and does not provide sufficient feedback for student learning.	Candidate provides motivation support explicitly, through well-known practices such as arranging for	Candidate explicitly supports student motivation through practices such as: designing classroom goals that emphasize conceptual knowledge; assisting students in setting goals for their academic work; linking academic content to students experience and interests; arranging social learning structures	Candidate supports student motivation through practices such as assuring success, sharing control with learners, making school learning relevant, sustaining collaborative activities, and enabling students to become self-regulating learners in all subject areas. Candidates support engagement by setting academic

Candidate does not implement actions intended to increase student engagement in support is not academic learning and integrated with activities and displays teacher-student interactions that are likely to decrease motivation and engagement such as over-control, disregard for students' needs, sarcasm or negativity.	choice or collaboration, but the motivation in support is not teaching central concept and skills. Candidates support student engagement in learning through problem solving and inquiry.	such as partnerships and small group collaborations; and affording students' choices of texts and tasks in learning. Candidates support student engagement in learning by implementing practices such as: affording students an abundance of materials for academic learning to assure a high volume of time spent on challenging and realistic learning tasks; scheduling sufficient time for students' deep immersion in purposeful reading, mathematics, and content learning; and providing thought provoking questions that encourage reasoning individually and collaboratively.	goals that encourage students to generate products, displays or accomplishments that show extended disciplinary involvement and communication. Candidates differentiate engagement support for students with special needs, English language learners, and students with varying achievement levels. And, candidates use formative assessment to improve engagement support.
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**Standard 3 Assessing, Planning, and Designing Contexts for Learning: Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.\***

	Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate	NO - not observed
3.a - How does the candidate administer formative and summative assessments regularly to determine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

students'  
competencies  
and learning  
needs?

3.b - How does  
the candidate  
use  
assessment  
results to  
improve  
instruction and  
monitor  
learning?

3.c - How does  
the candidate  
plan instruction  
including goals,  
materials,  
learning  
activities and  
assessments?

3.d - How do  
candidates  
differentiate  
instructional  
plans to meet  
the needs of  
every student  
in the  
classroom?

3.e -How does  
the candidate  
manage the  
classroom by  
setting and  
maintaining  
social norms  
and behavioral  
expectations?

3.f – How do candidates explicitly support motivation and engagement in learning for every student through a variety of evidence-based practices?



**Rubric for Standard 4.a** – *How does the candidate use a variety of instructional practices to support the learning of every student?*

<b>Level 1</b> <b>The Beginning Candidate</b>	<b>Level 2</b> <b>The Developing Candidate</b>	<b>Level 3</b> <b>The Competent Candidate</b>	<b>Level 4</b> <b>The Accomplished Candidate</b>
<p>Candidate does not use appropriate instructional practices to support student learning. Candidate does not use appropriate resource materials during instruction to support children’s development of skills requisite to problem solving, and critical and creative thinking.</p>	<p>Candidate uses appropriate instructional practices but does not use a variety of strategies or differentiate instruction to meet the individual needs of each student. Candidate uses appropriate resources although the variety of resources is limited and not readily adapted to differentiate instruction.</p>	<p>Candidate uses a variety of appropriate instructional practices such as direct instruction, inquiry-based learning, and project-based learning, and makes attempts to differentiate instruction that supports the learning of every student. Candidate uses a variety of appropriate resource materials during instruction that supports the learning of every student.</p>	<p>Candidate varies the use of instructional practices and differentiates instruction to support the learning of every student. Candidate differentially uses a variety of resource materials that provides students with guided opportunities to make their own choices and supports the development of skills requisite to problem solving and critical thinking of every student.</p>

**Rubric for Standard 4.b** – *How does the candidate teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child?*

<b>Level 1</b> <b>The Beginning</b>	<b>Level 2</b> <b>The Developing</b>	<b>Level 3</b> <b>The Competent Candidate</b>	<b>Level 4</b> <b>The Accomplished Candidate</b>
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<b>The Beginning Candidate</b>	<b>The Developing Candidate</b>	<b>The Competent Candidate</b>	<b>The Accomplished Candidate</b>
<p>Candidate does not provide feedback to guide students' learning or the feedback provided is negative or not timely, specific, meaningful, genuine, or age-appropriate.</p> <p>Candidate does not provide feedback that increases student engagement and motivation to learn intended goals.</p>	<p>Candidate provides feedback to guide students' learning although the feedback is not consistently goal-oriented, timely, specific, meaningful, genuine and age-appropriate.</p> <p>Candidate does not provide feedback and assistance to students in developing error identification skills, self-evaluation, and independence in learning.</p>	<p>Candidate consistently provides feedback that is goal-oriented, timely, specific, meaningful, genuine, and age-appropriate.</p> <p>Candidate provides feedback and assistance in developing misconception identification skills, self-evaluation, and independence in learning.</p>	<p>Candidate consistently provides students with effective and age-appropriate feedback and provides opportunities for students to set and monitor both long range and short-range goals for their own learning.</p> <p>Candidate provides feedback and assistance and engages students in activities that foster the development of misconception identification skills, self-evaluation, and independence in learning.</p>

**Rubric for Standard 4.e** – *How does the candidate plan, lead, and manage whole class discussion and ensure the equitable participation of every child?*

<b>Level 1 The Beginning Candidate</b>	<b>Level 2 The Developing Candidate</b>	<b>Level 3 The Competent Candidate</b>	<b>Level 4 The Accomplished Candidate</b>
<p>Candidate does not construct and use questions that foster whole group discussion. Candidate does not monitor and ensure equitable participation of every student in whole class discussions.</p>	<p>Candidate constructs and uses questions that foster whole group discussion, although a variety of questioning techniques is not employed. Candidate monitors and tries to ensure equitable participation of every student in whole class discussions.</p>	<p>Candidate constructs and uses questions that foster whole group discussion using a variety of questioning and prompting strategies that frame and reframe discussions, restate student ideas, and reinforce learning of specific instructional goals.</p> <p>Candidate monitors and ensures equitable participation of students in whole class discussions and incorporates strategies that encourage all students to contribute orally, listen actively, and respond to and learn from others.</p>	<p>Candidate constructs and uses questions that frame and reframe whole class discussions, and restate and guide student ideas, and frame and reinforce learning of specific instructional goals.</p> <p>Candidate monitors and ensures equitable participation of students in whole class discussions, incorporating multiple strategies that foster constructive listening, speaking, and learning from others while also creating an environment where students ask appropriate questions of each other, share strategies, and critique the reasoning of others without prompting from the teacher.</p>

**Rubric for Standard 4.e** – *How does the candidate plan, lead, and manage whole class discussion and ensure the equitable participation of every child?*

<b>Level 1</b> <b>The Beginning Candidate</b>	<b>Level 2</b> <b>The Developing Candidate</b>	<b>Level 3</b> <b>The Competent Candidate</b>	<b>Level 4</b> <b>The Accomplished Candidate</b>
Candidate does not construct and use questions that foster whole group discussion. Candidate does not monitor and ensure equitable participation of every student in whole class discussions.	Candidate constructs and uses questions that foster whole group discussion, although a variety of questioning techniques is not employed. Candidate monitors and tries to ensure equitable participation of every student in whole class discussions.	Candidate constructs and uses questions that foster whole group discussion using a variety of questioning and prompting strategies that frame and reframe discussions, restate student ideas, and reinforce learning of specific instructional goals. Candidate monitors and ensures equitable participation of students in whole class discussions and incorporates strategies that encourage all students to contribute orally, listen actively, and respond to and learn from others.	Candidate constructs and uses questions that frame and reframe whole class discussions, and restate and guide student ideas, and frame and reframe discussions, restate student ideas, and reinforce learning of specific instructional goals. Candidate monitors and ensures equitable participation of students in whole class discussions, incorporating multiple strategies that foster constructive listening, speaking, and learning from others while also creating an environment where students ask appropriate questions of each other, share strategies, and critique the reasoning of others without prompting from the teacher.

**Rubric for Standard 4.f** – *How does the candidate organize and manage small group instruction to meet the learning needs of each child?*

<b>Level 1</b> <b>The Beginning Candidate</b>	<b>Level 2</b> <b>The Developing Candidate</b>	<b>Level 3</b> <b>The Competent Candidate</b>	<b>Level 4</b> <b>The Accomplished Candidate</b>
Candidate does not develop an appropriate plan or use an effective instructional approach when teaching small heterogeneous or homogeneous group of students. Candidate does not appropriately monitor	Candidate either does not develop an appropriate plan or does not use an effective instructional approach when teaching a small heterogeneous or homogeneous group of students. Candidate monitors progress of students who	Candidate develops an appropriate plan and delivers a lesson for a small heterogeneous or homogeneous group of students using an instructional approach that is effective and appropriate to the content being taught. Candidate monitors the progress of students who are placed in small heterogeneous	Candidate develops and delivers a lesson for small heterogeneous or homogeneous groups of students using an effective approach to instruction that is responsive to the students' individual learning needs and cultural backgrounds. Candidate monitors the progress of students who are placed in small heterogeneous or homogeneous groups for

the progress of students who are placed in small heterogeneous or homogeneous groups for instruction.	are placed in small heterogeneous or homogeneous groups for instruction but does not use this information to appropriately adjust instruction.	or homogeneous groups for instruction and uses this information to appropriately adjust instruction that addresses collective learning needs of students.	instruction and uses this information to appropriately adjust instruction that addresses collective and individual learning needs of students.
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**Rubric for Standard 4.g** – *How does the candidate organize and plan individual instruction that improves or enhances each child’s learning?*

<b>Level 1 The Beginning Candidate</b>	<b>Level 2 The Developing Candidate</b>	<b>Level 3 The Competent Candidate</b>	<b>Level 4 The Accomplished Candidate</b>
<p>Candidate does not use knowledge of a student or current assessment information to identify appropriate content and instructional goals for the individual learner or does not adequately plan for individual instruction.</p> <p>Candidate does not use an appropriate instructional strategy to support desired learning when delivering individual instruction.</p>	<p>Candidate develops a plan for individual instruction using appropriate knowledge of a student and current assessment information but does not appropriately identify either content and instructional goals or does not develop an appropriate plan for individual instruction.</p> <p>Candidate uses an appropriate instructional strategy to support desired learning when delivering individual instruction; however, one or more critical components of the instructional strategy, such as explicit instruction, appropriate feedback, and guided practice, is missing when delivering the instruction.</p>	<p>Candidate appropriately uses knowledge of a student and current assessment information to identify appropriate content and instructional goals and develops an appropriate plan for individual instruction.</p> <p>Candidate delivers individual instruction to a student using an appropriate instructional strategy and employs critical components of the instructional strategy.</p>	<p>Candidate uses knowledge of a student and current assessment information (including formative and summative measures) to identify content and instructional goals and develop a plan for individual instruction that is culturally responsive.</p> <p>Candidate delivers individual instruction to a student using an appropriate instructional strategy, employs critical components of the instructional strategy and uses culturally responsive practices.</p>

**Standard 4 Supporting Each Child’s Learning Using Effective Instruction: Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective**

**instruction and improved learning for every child.\***

	Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate	NO - not observed
4.a – How does the candidate use a variety of instructional practices to support the learning of every student?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.b – How does the candidate teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.c – How does the candidate teach concepts, skills, and strategies to guide students as they learn?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.d – How does the candidate provide feedback to guide children’s learning, increase motivation, and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

improve  
engagement?

4.e – How does  
the candidate  
plan, lead, and  
manage whole  
class discussion  
and ensure the  
equitable  
participation of  
every child?

4.f – How does  
the candidate  
organize and  
manage small  
group  
instruction to  
meet the  
learning needs  
of each child?

4.g – How does  
the candidate  
organize and  
plan individual  
instruction that  
improves or  
enhances each  
child's  
learning?

**Component 5.a** – *How does the candidate work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner's development and growth?*

**Level 1**  
**The Beginning**  
**Candidate**

Candidate does not  
demonstrate ability  
to collaborate with

**Level 2**  
**The Developing Candidate**

Candidate collaborates with  
classroom host teacher, or  
specialist teachers, or other

**Level 3**  
**The Competent Candidate**

Candidate collaborates with  
classroom host teacher, or  
specialist teachers, or other

**Level 4**  
**The Accomplished Candidate**

Candidate collaborates with  
classroom host teacher, and  
specialist teachers, or other

others in planning or grade level teachers, in implementing class activities.	grade level teachers, in planning or implementing class activities.	grade level teachers, in planning and implementing class activities.	grade level teachers in planning, implementing, and evaluating class activities.
Candidate does not demonstrate ability to collaborate with others in planning or implementing classroom accommodations or modifications to meet individual student's learning and developmental needs.	Candidate collaborates with classroom host teacher, or specialist teachers, or related school professionals, or external resources including professionals and community agencies to plan classroom accommodations or modifications to meet individual student's learning and developmental needs.	Candidate collaborates with classroom host teacher, or specialist teachers, or related school professionals, or external resources including professionals and community agencies to plan and implement classroom accommodations or modifications to meet individual student's learning and developmental needs.	Candidate collaborates with classroom host teacher, and specialist teachers, or related school professionals, or external resources including professionals and community agencies to plan, implement, and evaluate classroom accommodations or modifications to meet individual student's learning and developmental needs.

**Component 5.b** – How does a candidate design and implement professional development activities based on ongoing analysis of student learning; self-reflection; professional standards, research and best practices; and standards of ethical professional practice?

<b>Level 1 The Beginning Candidate</b>	<b>Level 2 The Developing Candidate</b>	<b>Level 3 The Competent Candidate</b>	<b>Level 4 The Accomplished Candidate</b>
Candidate demonstrates little or no evidence of using self-reflection as a basis for their professional development. Candidate does not demonstrate ethical professional conduct	Candidate uses self-reflection to consider their professional development needs. Candidate demonstrates knowledge of professional ethics, associated professional standards, but does not use this knowledge to guide professional development activities.	Candidate uses self-reflection based upon assessments of student learning and development to select and participate in professional learning activities that are aligned with professional standards, research and best practices. Candidate uses knowledge of professional ethics and associated professional standards to guide their professional development and activities.	Candidate uses self-reflection based upon assessments of student learning and development to develop and implement a professional learning activities plan aligned with professional standards, research and best practices; and uses on-going structured reflection to monitor plan's impact on their own teaching and students learning and development. Candidate demonstrates knowledge of professional ethics and associated professional standards that guide their practice. They examine ethical issues and societal concerns about program quality and teaching practices and use it to inform their professional learning activities.

**Rubric for Standard 5.c** – How do candidates participate in peer and collaborative professional learning to enhance student learning?

	<b>Level 2 The Developing Candidate</b>	<b>Level 3 The Competent Candidate</b>	<b>Level 4 The Accomplished Candidate</b>
<p>The performance characteristics at each level describe expectations for candidates to participate in peer professional learning activities and professional organizations to improve teaching practice or enhance student learning and development. <b>Level 1 The Beginning Candidate</b></p> <p>There is little or no evidence that the candidate attends activities focused on enhancing student learning and development or that the candidate participates in collaborative professional learning.</p>	<p>Candidate attends activities focused on enhancing student learning and development and describes how they might utilize the information to contribute to student learning and development. The candidate participates in collaborative professional learning.</p>	<p>Candidate attends in person or using technology, professional conferences, workshops, or other activities focused on enhancing student learning and development and describes how the information might be utilized to contribute to student learning and development. Candidate participates by contributing to collaborative professional learning, including using technology, and documents how it might be used to enhance student learning.</p>	<p>Candidate joins and attends local, state, or national professional organizations in person or using technology, professional conferences, workshops, or other activities focused on enhancing student learning and development and describes and describe how the information was used and how it affected student learning and development. Candidate participates by contributing to collaborative professional learning, including using technology, and documents how it was used and how it affected student learning.</p>

**Standard 5 Developing as a Professional: Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.\***

	Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate	NO - not observed
5.a – How does the candidate work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner's development and growth?

5.b – How does a candidate design and implement professional development activities based on ongoing analysis of student learning; self-reflection; professional standards, research and best practices; and standards of ethical professional practice?

5.c – How do candidates participate in peer and collaborative professional learning to



enhance  
student  
learning?

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# Specialized Program Area Evaluation (Special Education)

## Placement Information

**Teacher Candidate's Name\***

First Name

Last Name

**Cooperating Teacher's Name\***

First Name

Last Name

**Cooperating School Name\***

**Grade level\***

- Early Childhood
- Elementary
- Middle Level
- Secondary



Other:

**Cooperating School City\***

**Cooperating School State\***

**University Supervisor's Name\***

First Name

Last Name

**I am the \***

- Cooperating Teacher
- University Supervisor

CEC Standard	Below Basic/Needs Work 1	Basic/Developing 2	Proficient/Competent 3	Advanced/Excellent 4
1. Understand how exceptionalities interact with development and learning and use knowledge to provide meaningful learning experiences for individuals with exceptionalities	Fails to design learning activities that link to strengths and needs of students with exceptionalities; only addresses one of the following: social, academic, language and functional skills	Seldom designs learning activities that link to strengths and needs of students with exceptionalities; addresses at least two of the following: social, academic, language and functional skills	Routinely designs learning activities that link to strengths and needs of students with exceptionalities; addresses at least three of the following: social, academic, language and functional skills	Consistently and systematically designs learning activities that build on strengths and needs of students with exceptionalities and address the social, academic, language and functional skills
2. Create safe, inclusive, culturally responsible learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination	Demonstrates little understanding of an effective learning environment by providing one of the following: organized space, clear procedures and rules, access to materials and frequent feedback	Demonstrates some understanding of an effective learning environment by providing two of the following: organized space, clear procedures and rules, access to materials and frequent feedback	Demonstrates understanding of an effective learning environment by providing at least three of the following: organized space, clear procedures and rules, access to materials and frequent feedback	Demonstrates consistent understanding of an effective learning environment by providing all of the following: organized space, clear procedures and rules, access to materials and frequent feedback
3. Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities	Fails to make adaptations in general education curricula and modifications to support students with exceptionalities	Occasionally makes adaptations in general education curricula and modifications to support students with exceptionalities	Consistently makes adaptations in general education curricula and modifications to support students with exceptionalities	Consistently and systematically makes adaptations in general education curricula and modifications to support students with exceptionalities
4. Use multiple methods of assessment and data-sources in making educational decisions	Fails to use formal, informal, curriculum based assessments and progress monitoring to guide planning for and implementation of instruction.	Occasionally uses formal, informal, curriculum based assessments and progress monitoring to guide planning for and implementation of instruction.	Routinely uses formal, informal, curriculum based assessments and progress monitoring to guide planning for and implementation of instruction.	Consistently and systematically uses formal, informal, curriculum based assessments and progress monitoring to guide planning for and implementation of instruction.

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

**Standard 1: Learner Development and Individual Differences (CAEP 1.1; InTASC 1, 2) \***

1 - Below Basic/Needs Work      2 - Basic/Developing      3 - Proficient/Competent      4 - Advanced/Excellent      NO - not observed

1.1 Candidates understand how language, culture, and family

background influence the learning of individuals with exceptionalities.

1.2 Candidates use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

**Standard 2: Learning Environments (CAEP 1.1; InTASC 3)\***

1 - Below Basic/Needs Work      2 - Basic/Developing      3 - Proficient/Competent      4 - Advanced/Excellent      NO - not observed

2.1 Candidates through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Candidates use motivational

and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.3 Candidates know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

**Standard 3: Curricular Content Knowledge (CAEP 1.1, 1.3; InTASC 4, 5)\***

1 - Below Basic/Needs Work      2 - Basic/Developing      3 - Proficient/Competent      4 - Advanced/Excellent      NO - not observed

3.1 Candidates understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

3.2 Candidates

understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities

3.3 Candidates modify general and specialized curricula to make them accessible to individuals with exceptionalities.

**Standard 4: Assessment (CAEP 1.1, 1.2, 1.3, 1.5; InTASC 6)\***

1 - Below Basic/Needs Work      2 - Basic/Developing      3 - Proficient/Competent      4 - Advanced/Excellent      NO - not observed

4.1 Candidates select and use technically sound formal and informal assessments that minimize bias.

4.2 Candidates use knowledge of measurement principles and practices to interpret assessment results and guide educational

decisions for individuals with exceptionalities.

4.3 Candidates in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Candidates engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

**Standard 5: Instructional Planning and Strategies (CAEP 1.1, 1.2, 1.3, 1.4, 1.5 ; InTASC 7, 8)\***

1 - Below Basic/Needs Work      2 - Basic/Developing      3 - Proficient/Competent      4 - Advanced/Excellent      NO - not observed

5.1 Candidates consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of

learning experiences for individual with exceptionalities.

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5.2 Candidates use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

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5.3 Candidates are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

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5.4 Candidates use strategies to enhance language development and communication skills of individuals with exceptionalities

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5.5 Candidates develop and implement a variety of



education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

Candidates develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

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5.6 Candidates teach to mastery and promote generalization of learning.



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5.7 Candidates teach cross-disciplinary



knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

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**Standard 6: Professional Learning and Ethical Practice (CAEP 1.1, 1.2; InTASC 9)\***

	1 - Below Basic/Needs Work	2 - Basic/Developing	3 - Proficient/Competent	4 - Advanced/Excellent	NO - not observed
6.1 Candidates use professional Ethical Principles and Professional Practice Standards to guide their practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.2 Candidates understand how foundational knowledge and current issues influence professional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.3 Candidates understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6.4 Candidates understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5 Candidates advance the profession by engaging in activities such as advocacy and mentoring

6.6 Candidates provide guidance and direction to paraeducators, tutors, and volunteers.

**Standard 7: Collaboration (CAEP 1.1; InTASC 10)\***

1 - Below Basic/Needs Work      2 - Basic/Developing      3 - Proficient/Competent      4 - Advanced/Excellent      NO - not observed

7.1 Candidates use the theory and elements of effective collaboration.

7.2 Candidates serve as a collaborative resource to colleagues.

7.3 Candidates

use collaboration  
to promote the  
well-being of  
individuals with  
exceptionalities  
across a wide  
range of settings  
and collaborators.

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# Specialized Program Area Evaluation (Biology/Chemistry/Physics)

## Placement Information

**Teacher Candidate's Name\***

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First Name

Last Name

**Cooperating Teacher's Name\***

--	--

First Name

Last Name

**Cooperating School Name\***

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**Subject\***

- Biology
- Chemistry
- Physics
- Other:



**Grade level\***

- Middle Level (6th-8th grades)
- High School (9th-12th grade)
- Other:

**Cooperating School City\***

**Cooperating School State\***

**University Supervisor's Name\***

First Name

Last Name

**I am the \***

- Cooperating Teacher
- University Supervisor



STANDARD	4 – ADVANCED/Excellent	3 – PROFICIENT/Competent	2 – BASIC/Developing	1 - BELOW BASIC/Needs Work
<b>1. CONTENT</b>				
1.1: Candidate can successfully convey to students the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields.	Evidence indicates that: —Candidate <u>consistently demonstrates</u> the major concepts, principles, theories, laws, and interrelationships of biology and the other sciences.	Evidence indicates that: — Candidate <u>often demonstrates</u> the major concepts, principles, theories, laws, and interrelationships of biology and the other sciences.	Evidence indicates that: — Candidate <u>occasionally demonstrates</u> the major concepts, principles, theories, laws, and interrelationships of biology and the other sciences.	Evidence indicates that: — Candidate <u>seldom or never</u> demonstrates the major concepts, principles, theories, laws, and interrelationships of biology and the other sciences.
1.2: Candidate can successfully convey to students the unifying concepts of science.	Evidence indicates that: —Candidate <u>consistently demonstrates</u> the unifying concepts of science.	Evidence indicates that: —Candidate <u>often demonstrates</u> the unifying concepts of science.	Evidence indicates that: —Candidate <u>occasionally demonstrates</u> the unifying concepts of science.	Evidence indicates that: —Candidate <u>seldom or never demonstrates</u> the unifying concepts of science.
<b>2. NATURE OF SCIENCE</b>				
2.1: Candidate can engage students successfully in studies of the nature of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science.	Evidence indicates that: —Candidate <u>consistently engages</u> students in studies of the nature of science and <u>consistently provides</u> opportunities for critical analysis of false or doubtful assertions made in the name of science.	Evidence indicates that: —Candidate <u>often engages</u> students in studies of the nature of science and <u>often provides</u> opportunities for critical analysis of false or doubtful assertions made in the name of science.	Evidence indicates that: —Candidate <u>occasionally engages</u> students in studies of the nature of science and <u>occasionally provides</u> opportunities for critical analysis of false or doubtful assertions made in the name of science.	Evidence indicates that: —Candidate <u>seldom or never engages</u> students in studies of the nature of science and <u>fails to provide</u> opportunities for critical analysis of false or doubtful assertions made in the name of science.
<b>3. ISSUES</b>				
3.1: Candidate can engage students successfully in the analysis of problems, including considerations of risks, costs, and benefits of alternative solutions; relating these to the knowledge, goals and values of the students.	Evidence indicates that: —Candidate <u>consistently engages</u> students in the analysis of problems, including considerations of risks, costs, and benefits of alternative solutions and <u>consistently relates</u> these problems to the knowledge, goals and values of students.	Evidence indicates that: —Candidate <u>often engages</u> students in the analysis of problems, including considerations of risks, costs, and benefits of alternative solutions and <u>often relates</u> these problems to the knowledge, goals and values of students.	Evidence indicates that: —Candidate <u>occasionally engages</u> students in the analysis of problems, including considerations of risks, costs, and benefits of alternative solutions and <u>occasionally relates</u> these problems to the knowledge, goals and values of students.	Evidence indicates that: —Candidate <u>seldom or never engages</u> students in the analysis of problems, including considerations of risks, costs, and benefits of alternative solutions and <u>fails to relate</u> these problems to the knowledge, goals and values of students.
<b>4. CURRICULUM</b>				
4.1: Candidate can identify, access, and/or create resources and activities for science education that are consistent with national and state teaching	Evidence indicates that: —Candidate <u>consistently identifies, accesses, and/or creates</u> resources and activities for science education that reflect national and state teaching standards.	Evidence indicates that: —Candidate <u>often identifies, accesses, and/or creates</u> resources and activities for science education that reflect national and state teaching standards.	Evidence indicates that: —Candidate <u>occasionally identifies, accesses, and/or creates</u> resources and activities for science education that reflect national and state teaching standards.	Evidence indicates that: —Candidate <u>seldom or never identifies, accesses, and/or creates</u> resources and activities for science education that reflect national and state teaching standards.

STANDARD	4 – ADVANCED/Excellent	3 – PROFICIENT/Competent	2 – BASIC/Developing	1 - BELOW BASIC/Needs Work
<b>standards.</b>				
4.2: Candidate can plan and implement internally consistent units of study that address the diverse goals of the science education standards and the needs and abilities of students.	—Candidate <u>consistently plans and implements</u> units of study that reflect the diverse goals of the science education standards and address the needs and abilities of students.	Evidence indicates that: —Candidate <u>often plans and implements</u> units of study that reflect the diverse goals of the science education standards and address the needs and abilities of students.	Evidence indicates that: —Candidate <u>occasionally plans and implements</u> units of study that reflect the diverse goals of the science education standards and address the needs and abilities of students.	Evidence indicates that: —Candidate <u>seldom or never plans and implements</u> units of study that reflect the diverse goals of the science education standards and address the needs and abilities of students.
<b>5. SCIENCE IN THE COMMUNITY</b>				
5.1: Candidate can identify ways to relate science to the community, involve stakeholders, and use community resources to promote the learning of science.	Evidence indicates that: —Candidate <u>consistently identifies</u> ways to relate science to the community, involve stakeholders, and use community resources to promote the learning of science.	Evidence indicates that: —Candidate <u>often identifies</u> ways to relate science to the community, involve stakeholders, and use community resources to promote the learning of science.	Evidence indicates that: —Candidate <u>occasionally identifies</u> ways to relate science to the community, involve stakeholders, and use community resources to promote the learning of science.	Evidence indicates that: —Candidate <u>seldom or never identifies</u> ways to relate science to the community, involve stakeholders, and use community resources to promote the learning of science.
5.2: Candidate can successfully involve students in activities that	Evidence indicates that: —Candidate <u>consistently involves</u> students in activities that relate science to resources and	Evidence indicates that: —Candidate <u>often involves</u> students in activities that relate science to resources and	Evidence indicates that: —Candidate <u>occasionally involves</u> students in activities that relate science to resources and	Evidence indicates that: —Candidate <u>seldom or never involves</u> students in activities that relate science to

relate science to resources and stakeholders in the community or to the resolution of issues important to the community.	stakeholders in the community or to the resolution of issues important to the community.	stakeholders in the community or to the resolution of issues important to the community.	stakeholders in the community or to the resolution of issues important to the community.	resources and stakeholders in the community or to the resolution of issues important to the community.
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## 6. ASSESSMENT

6.1: Candidate can use the results of assessments as vehicles for students to analyze their own learning, engaging students in reflective self-analysis of their own work.	Evidence indicates that: --Candidate <u>consistently uses</u> assessment results to help students analyze their own learning, engaging students in reflective self-analysis of their own work.	Evidence indicates that: --Candidate <u>often uses</u> assessment results to help students analyze their own learning, engaging students in reflective self-analysis of their own work.	Evidence indicates that: --Candidate <u>occasionally uses</u> assessment results to help students analyze their own learning, engaging students in reflective self-analysis of their own work.	Evidence indicates that: --Candidate <u>seldom or never uses</u> assessment results to help students analyze their own learning, engaging students in reflective self-analysis of their own work.
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## 7. SAFETY AND WELFARE

7.1: Candidate can demonstrate the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials.	Evidence indicates that: --Candidate <u>consistently models</u> the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials.	Evidence indicates that: --Candidate <u>often models</u> the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials.	Evidence indicates that: --Candidate <u>occasionally models</u> the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials.	Evidence indicates that: --Candidate <u>seldom or never models</u> the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials.
7.2: Candidate practices safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in	Evidence indicates that: --Candidate <u>consistently practices</u> safe and proper techniques for the preparation, storage, dispensing, supervision and disposal of all materials used in science instruction.	Evidence indicates that: --Candidate <u>often practices</u> safe and proper techniques for the preparation, storage, dispensing, supervision and disposal of all materials used in science instruction.	Evidence indicates that: --Candidate <u>occasionally practices</u> safe and proper techniques for the preparation, storage, dispensing, supervision and disposal of all materials used in science instruction.	Evidence indicates that: --Candidate <u>seldom or never practices</u> safe and proper techniques for the preparation, storage, dispensing, supervision and disposal of all materials used in science instruction.

AAA

STANDARD	4 – ADVANCED/Excellent	3 – PROFICIENT/Competent	2 – BASIC/Developing	1 - BELOW BASIC/Needs Work
science instruction.				
7.3: Candidate follows emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students.	Evidence indicates that: --Candidate <u>consistently follows</u> emergency procedures, maintains safety equipment, and ensures safety procedures appropriate for the activities and abilities of students.	Evidence indicates that: --Candidate <u>often follows</u> emergency procedures, maintains safety equipment, and ensures safety procedures appropriate for the activities and abilities of students.	Evidence indicates that: --Candidate <u>occasionally follows</u> emergency procedures, maintains safety equipment, and ensures safety procedures appropriate for the activities and abilities of students.	Evidence indicates that: --Candidate <u>seldom or never follows</u> emergency procedures, maintains safety equipment, and ensures safety procedures appropriate for the activities and abilities of students.
7.4: Candidate treats all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respect legal restrictions on their collection, keeping, and use.	Evidence indicates that: --Candidate <u>consistently treats</u> all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and <u>consistently demonstrates</u> respect for legal restrictions on their collection, keeping, and use.	Evidence indicates that: --Candidate <u>often treats</u> all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and <u>often demonstrates</u> respect for legal restrictions on their collection, keeping, and use.	Evidence indicates that: --Candidate <u>occasionally treats</u> all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and <u>occasionally demonstrates</u> respect for legal restrictions on their collection, keeping, and use.	Evidence indicates that: --Candidate <u>seldom or never treats</u> all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and <u>fails to demonstrate</u> respect for legal restrictions on their collection, keeping, and use.

### Content\*

1 - Below Basic/Needs Work    2 - Basic/Developing    3 - Proficient/Competent    4 - Advanced/Excellent    NO - not observed

1.1 Candidate can successfully convey to students the major concepts,

○ ○ ○ ○ ○

principles, theories, laws, and interrelationships of their fields of licensure and supporting fields.

1.2 Candidate can successfully convey to students the unifying concepts of science.

<input type="radio"/>				
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1.3 Candidate can successfully convey to students important personal and technological applications of science in their fields of licensure.

<input type="radio"/>				
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**Nature of Science\***

1 - Below Basic/Needs Work      2 - Basic/Developing      3 - Proficient/Competent      4 - Advanced/Excellent      NO - not observed

2.1 Candidate can engage students successfully in studies of the nature of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science.

<input type="radio"/>				
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**Issues\***

1 - Below Basic/Needs Work      2 - Basic/Developing      3 - Proficient/Competent      4 - Advanced/Excellent      NO - not observed

3.1 Candidate can engage students successfully in the analysis of problems, including considerations of risks, costs, and benefits of alternative solutions; relating these to the knowledge, goals and values of the students.	<input type="radio"/>				
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**Curriculum\***

1 - Below Basic/Needs Work      2 - Basic/Developing      3 - Proficient/Competent      4 - Advanced/Excellent      NO - not observed

4.1 Candidate can identify, access, and/or create resources and activities for science education that are consistent with national and state teaching standards.	<input type="radio"/>				
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4.2 Candidate can plan and implement internally	<input type="radio"/>				
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consistent units of study that address the diverse goals of the science education standards and the needs and abilities of students.

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**Science in the Community\***

	1 - Below Basic/Needs Work	2 - Basic/Developing	3 - Proficient/Competent	4 - Advanced/Excellent	NO - not observed
5.1 Candidate can identify ways to relate science to the community, involve stakeholders, and use community resources to promote the learning of science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2 Candidate can successfully involve students in activities that relate science to resources and stakeholders in the community or to the resolution of issues important to the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Assessment\***

1 - Below Basic/Needs Work      2 - Basic/Developing      3 - Proficient/Competent      4 - Advanced/Excellent      NO - not observed

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6.1 Candidate can use the results of assessments as vehicles for students to analyze their own learning, engaging students in reflective self-analysis of their own work.

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**Safety and Welfare\***

1 - Below Basic/Needs Work      2 - Basic/Developing      3 - Proficient/Competent      4 - Advanced/Excellent      NO - not observed

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7.1 Candidate can demonstrate the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials

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7.2 Candidate knows and practices safe and proper techniques for the preparation, storage, dispensing,

supervision, and disposal of all materials used in science instruction.

7.3 Candidate knows and follow emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students.

7.4 Candidate treats all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respect legal restrictions on their collection, keeping, and use.

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# Specialized Program Area Evaluation (English Language Arts)

## Placement Information

**Teacher Candidate's Name\***

First Name

Last Name

**Cooperating Teacher's Name\***

First Name

Last Name

**Cooperating School Name\***

**Grade level\***

- Middle Level (6th-8th grades)
- High School (9th-12th grade)
- Other:



Cooperating School City\*

Cooperating School State\*

University Supervisor's Name\*

First Name

Last Name

I am the \*

Cooperating Teacher

University Supervisor

STANDARD	3 – TARGET/Advanced	2 – ACCEPTABLE/Competent	1 – NOT ACCEPTABLE
<b>2.0 Candidate Attitudes</b>			
<b>2.4 Critical thinking and judgment</b>	Evidence indicates that: Design and implement instruction and assessment to assist students in developing habits of critical thinking and judgment;	Evidence indicates that: Use practices designed to assist students in developing habits of critical thinking and judgment;	Evidence indicates that: Use few practices designed to assist students in developing habits of critical thinking and judgment;
<b>2.6 Arts and humanities in learning</b>	Evidence indicates that: Plan and implement frequent and extended student learning experiences that regularly integrates arts and humanities in learning;	Evidence indicates that: Engage students in activities that demonstrate the role of arts and humanities in learning;	Evidence indicates that: Demonstrate little evidence of promoting the role of arts and humanities in learning;
<b>3.0 Candidate Knowledge</b>			
<b>3.3.1 Respond and interpret reading</b>	Evidence indicates that: Respond to and interpret texts of varying complexity and difficulty, teaching students how to do this as well through continuous use of carefully designed learning experiences;	Evidence indicates that: Respond to and interpret, in varied ways, what is read, teaching students how to do this as well;	Evidence indicates that: Show limited ability to respond to and interpret what is read;
<b>3.3.2 Discover</b>	Evidence indicates that:	Evidence indicates that:	Evidence indicates that:

and create meaning from texts	Discover and create meaning from texts using a wide range of approaches to draw on past experiences, sociocultural backgrounds, interests, capabilities, and understandings, and guide students in the same processes;	Discover and create meaning from texts and guide students in the same processes;	Shows a lack of ability to discover and create meaning from texts and guide students in the same processes;
3.3.3 Strategies for texts	Evidence indicates that: Effectively integrate a wide variety of strategies to comprehend, interpret, evaluate, and assess the effectiveness of texts and teach those strategies to students;	Evidence indicates that: Use a wide variety of strategies to comprehend, interpret, evaluate, and appreciate texts and teach those strategies to students;	Evidence indicates that: Use few strategies to comprehend, interpret, evaluate, and appreciate texts or teach those strategies to students;
3.4.1 Writing strategies	Evidence indicates that: Guide students to develop the and ability to use a wide variety of effective composing strategies to generate meaning and to clarify understanding;	Evidence indicates that: Help students begin to use a variety of writing strategies to generate meaning and to clarify understanding;	Evidence indicates that: Use a limited number of writing strategies to generate meaning and clarify understanding;

3.4.2 Written discourse	Evidence indicates that: Teach students to make appropriate selections from different forms of written discourse for a variety of audiences and purposes and to assess the effectiveness of their products in influencing thought and action;	Evidence indicates that: Teach students to make appropriate selections from different forms of written discourse and to begin to think about how their products influence thought and action;	Evidence indicates that: Use a very limited selection of forms of written discourse and show little ability to teach students how written discourse can influence thought and action;
3.7.1 Theory and research	Evidence indicates that: Use and reflect on major sources of research and theory related to English language arts to support and make adjustments to teaching decisions;	Evidence indicates that: Use major sources of research and theory related to English language arts to support teaching decisions;	Evidence indicates that: Fails to use major sources of research and theory related to English language arts to support teaching decisions;
3.7.2 Teacher-researcher models	Evidence indicates that: Use teacher-researcher models of classroom inquiry to analyze teaching practices in order to effectively teach	Evidence indicates that: Use teacher-researcher models of classroom inquiry to inform teaching practices;	Evidence indicates that: Show little evidence of using teacher-researcher models of classroom inquiry to inform teaching practices;

	students to speak, listen, write, read, enact and view in varying learning situations;		
<b>4.0 Candidate Pedagogy</b>			
<b>4.5 Student discussion</b>	Evidence indicates that: Facilitate student discussion within a community of learners by emphasizing the speech and related behaviors appropriate for conversing, interpreting, and evaluating ideas presented through oral, written, and/or visual forms;	Evidence indicates that: Engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms;	Evidence indicates that: Demonstrate limited ability to engage students in discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms;
<b>4.6 Student response to communication technologies</b>	Evidence indicates that: Engage students in critical analysis of different media and communications technologies and their effect on students' learning;	Evidence indicates that: Engage students in critical analysis of different media and communications technologies;	Evidence indicates that: Show limited ability to engage students in critical analysis of different media and communications technologies;
<b>4.7 Language and communication</b>	Evidence indicates that: -Consistently integrate learning experiences that emphasizes varied uses and purposes and allow students to demonstrate the ability to use language in communication;	Evidence indicates that: Engage students in learning experiences that emphasize varied uses and purposes for language in communication;	Evidence indicates that: Infrequent use of instruction to promote understanding of varied uses and purposes for language in communication;
<b>4.8 Personal response to text</b>	Evidence indicates that: Engage students in making meaning of texts through personal response and discovery of connections to other larger meanings and critical stances;	Evidence indicates that: Engage students in making meaning of texts through personal response;	Evidence indicates that: Demonstrate limited ability to engage students in making meaning of texts through personal response;
<b>4.9 Reading strategies</b>	Evidence indicates that: Demonstrate that students are able to select and use a wide variety of relevant reading comprehension strategies that permit then access to, and understanding of, a wide range of print and nonprint texts;	Evidence indicates that: Demonstrate relevant reading comprehension strategies that permit students access to, and understanding of, a wide range of print and nonprint texts;	Evidence indicates that: Demonstrate limited ability to provide students with relevant reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts;

**Candidate Attitudes\***

	1 - Not Acceptable	2 - Acceptable/Competent	3 - Target/Advanced	NO - not observed
Critical thinking and judgment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts and humanities in learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Candidate Knowledge\***

	1 - Not Acceptable	2 - Acceptable/Competent	3 - Target/Advanced	NO - not observed
Respond and interpret reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discover and create meaning from texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies for texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written discourse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theory and research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacherresearcher models	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Candidate Pedagogy\***

	1 - Not Acceptable	2 - Acceptable/Competent	3 - Target/Advanced	NO - not observed
Student discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student response to communication s technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language and communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal response to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

text

Reading strategies



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# Specialized Program Area Evaluation (Social Sciences)

## Placement Information

**Teacher Candidate's Name\***

First Name

Last Name

**Cooperating Teacher's Name\***

First Name

Last Name

**Cooperating School Name\***

**Subject\***

- History
- Social Studies
- Geography
- Civics



Economics

Other:

**Grade level\***

Middle Level (6th-8th grades)

High School (9th-12th grade)

Other:

**Cooperating School City\***

**Cooperating School State\***

**University Supervisor's Name\***

First Name

Last Name

**I am the \***

Cooperating Teacher

University Supervisor

**ADVANCED/Excellent (4):** The teacher candidate extensively demonstrates ability in the theme. The candidate shows outstanding ability to use this theme in teaching situations. Almost all of the indicators have been met. The candidate shows independence in working within the theme.

**PROFICIENT/Competent (3):** The teacher candidate consistently demonstrates ability in the theme. The candidate shows ability to use this theme in teaching situations. Most of the indicators have been met. The candidate makes only occasional errors in working within the theme, but demonstrates the ability to reflect on errors and adjust instruction accordingly.

**BASIC/Developing (2):** The teacher candidate sometimes demonstrates ability in the theme. The candidate needs prompting to use the theme in teaching situations. Few indicators have been met (50% or less). The candidate makes several errors with little independent reflection or improvement to practice.

**BELOW BASIC/Needs Work (1):** The teacher candidate rarely or never demonstrates ability in the theme. The

candidate lacks confidence in use of the theme in teaching situation. Nearly no indicators have been met.

**N/O:** The theme was not observed.

### 1.1 Culture and Cultural Diversity

**1.1 Candidates in social studies demonstrate the capability to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.**

**Description:** *The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideas, influence other parts of culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, as well as multicultural topics across the curriculum.*

#### **Evidence indicates that:**

- Candidates draw on developmental knowledge to plan curriculum that addresses Culture and Cultural Diversity
- Candidates teach culture as an integrated part of language, literature, arts, traditions, beliefs, values, and behavior patterns
- Candidates incorporate diverse cultural perspectives into instruction
- Candidates encourage students to investigate how cultural ideas and actions influence its members

### 1.2 Time, Continuity, and Change

**1.2 Candidates in social studies demonstrate the capability to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.**

**Description:** *Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop an historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the work changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.*

#### **Evidence indicates that:**

- Candidates draw on developmental knowledge to plan curriculum that addresses Time, Continuity, and Change
- Candidates assist students to make connections among patterns of historical change and continuity
- Candidates help students identify, describe, or explore significant historical periods, viewpoints, and patterns of change within and across cultures
- Candidates consider how historical perspectives are influenced by individual experiences, societal values, and cultural trends

### 1.3 People, Places, and Environment

**1.3 Candidates in social studies demonstrate the capability to organize and provide instruction at the appropriate school level for the study of people, places, and environments.**

**SCHOOL LEVEL FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.**

**Description:** *The study of people, places, and human-environmental interactions assists students as they create spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding provided by questions such as: Where are things located? Why are they located where they are? What do we mean by "region"? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.*

**Evidence indicates that:**

- Candidates draw on developmental knowledge to plan curriculum that addresses People, Places, and Environment
- Candidates assist students to use, interpret, and distinguish various representations of Earth (i.e., maps, globes, photos)
- Candidates help students examine the interactions of humans and the physical environment
- Candidates provide opportunities for students to explore and assess changes in the Earth over time

**1.4 Individual Development and Identity**

**1.4 Candidates in social studies demonstrate the capability to organize and provide instruction at the appropriate school level for the study of individual development and identity.**

**Description:** *Personal identity is shaped by one's culture, by groups and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools this theme typically appears in units and courses dealing with psychology and anthropology.*

**Evidence indicates that:**

- Candidates draw on developmental knowledge to plan curriculum that addresses Individual Development and Identity
- Candidates help students describe how group and cultural influences contribute to the development of a sense of self
- Candidates teach appropriate concepts, inquiry, methods, and theories in the study of human growth and development
- Candidates help students compare the impact of behaviors (i.e., stereotyping, conformity, acts of altruism) on individuals and groups

**1.5 Individuals, Groups, and Institutions**

**1.5 Candidates in social studies demonstrate the capability to organize and provide instruction at the appropriate school level for the study of individuals, groups and institutions.**

**Description:** *Institutions such as schools, churches, families, government, agencies, and the courts play an integral role in people's lives. It is important that*

**Evidence indicates that:**

- Candidates draw on developmental knowledge to plan curriculum that addresses Individuals, Groups, and

students learn how institutions are formed, what controls and influences them, how they influence individuals, and culture and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units or courses dealing with sociology, anthropology, psychology, political science, and history.

#### Institutions

—Candidates describe persistent social issues and problems in terms of the connections and interactions of individuals, groups, and institutions in society

—Candidates teach students about institutions and how they develop and change over time

—Candidates help students explore how conflict between institutions and individual needs can be resolved to promote the common good

### 1.6 Power, Authority, and Governance

**1.6 Candidates in social studies demonstrate the capability to organize and provide instruction at the appropriate school level for the study of power, authority, and governance.**

**Description:** *Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary US society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individuals' rights be protected within the context of majority rule? In schools, this theme typically appears in units or courses dealing with government, politics, political science, history, law, and other social sciences.*

#### Evidence indicates that:

—Candidates draw on developmental knowledge to plan curriculum that addresses Power, Authority, and Governance

—Candidates help students examine the rights and responsibilities of the individual in relation to family, social groups, community, and nation

—Candidates help students understand the purpose of government and how its powers are acquired, used, and justified

—Candidates help students explain governmental mechanisms to establish order and security

—Candidates challenge students to apply concepts such as power, role, and justice to the examination of persistent issues and social problems

### 1.7 Production, Distribution, and Consumption

**1.7 Candidates in social studies demonstrate the capability to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.**

**Description:** *Because people have wants that often exceed the resources available to them, a variety of ways*

#### Evidence indicates that:

—Candidates draw on developmental knowledge to plan

have evolved to answer such questions as: *What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors to be produced (land, labor, capital and management)? In schools, this theme typically appears in units or courses dealing with economic concepts and issues.*

curriculum that addresses Production, Distribution, and Consumption

—Candidates acquaint students with economic concepts, principles, and to use economic reasoning processes

—Candidates help learners explore the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed

—Candidates provide opportunities for students to assess and compare how different societies make economic decisions based on values and beliefs

—Candidates help students distinguish between economics as a field of inquiry and the economy

### 1.8 Science, Technology, and Society

**1.8 Candidates in social studies demonstrate the capability to organize and provide instruction at the appropriate school level for the study of science, technology and society.**

**Description:** *Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions. Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever increasing impact of technological change? This theme*

**Evidence indicates that:**

—Candidates draw on developmental knowledge to plan curriculum that addresses Science, Technology, and Society

—Candidates help students examine current and historical examples of the interaction of science, technology, and society

*draws upon the natural and physical sciences, and the humanities and appears in a variety of social studies courses, including history, geography, economics, civics, and government.*

—Candidates help students identify the ways that science and technology influence and repress societal values, beliefs, and attitudes

—Candidates explore the need for regulations to govern scientific activities and technology applications

### 1.9 Global Connections

**1.9 Candidates in social studies demonstrate the capability to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.**

**Description:** *The realities of global interdependence require understanding the increasingly important and*

**Evidence indicates that:**

<p><i>diverse global connections among work societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition, and interdependence, age-old ethnic enmities and political and military alliances. This theme typically appears in units or courses dealing with geography, culture and economics, but may also draw upon the natural and physical science and the humanities.</i></p>	<p>—Candidates draw on developmental knowledge to plan curriculum that addresses Global Connections</p>
	<p>—Candidates help students explore the causes consequences, and possible solutions to persistent and emerging global issues</p>
	<p>—Candidates help students explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations</p>
<p><b>1.10 Civic Ideals and Practices</b></p>	
<p><b>1.10 Candidates in social studies demonstrate the capability to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.</b></p>	
<p><b>Description:</b> <i>An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as members of the world community? How can I make a positive difference? In school, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education and the humanities.</i></p>	<p><b>Evidence indicates that:</b></p>
	<p>—Candidates draw on developmental knowledge to plan curriculum that addresses Civic Ideals and Practices</p>
	<p>—Candidates provide opportunities for learners to practice forms of civic discussion</p>
	<p>—Candidates help learners explore the influence of various forms of citizen action on public policy</p>
	<p>—Candidates discuss the rights and responsibilities of individuals to support both the common good and individual rights</p>

\*

1 - Below Basic/Needs Work      2 - Basic/Developing      3 - Proficient/Competent      4 - Advanced/Excellent      NO - not observed

1.1 Candidates in social studies demonstrate the capability to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

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1.2 Candidates in social studies demonstrate the capability to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.

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1.3 Candidates in social studies demonstrate the capability to organize and provide instruction at the appropriate school level for the study of people, places, and environments.

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1.4 Candidates in social studies



demonstrate the capability to organize and provide instruction at the appropriate school level for the study of individual development and identity.

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1.5 Candidates in social studies demonstrate the capability to organize and provide instruction at the appropriate school level for the study of individuals, groups and institutions.

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1.6 Candidates in social studies demonstrate the capability to organize and provide instruction at the appropriate school level for the study of power, authority, and governance.

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1.7 Candidates in social studies demonstrate the

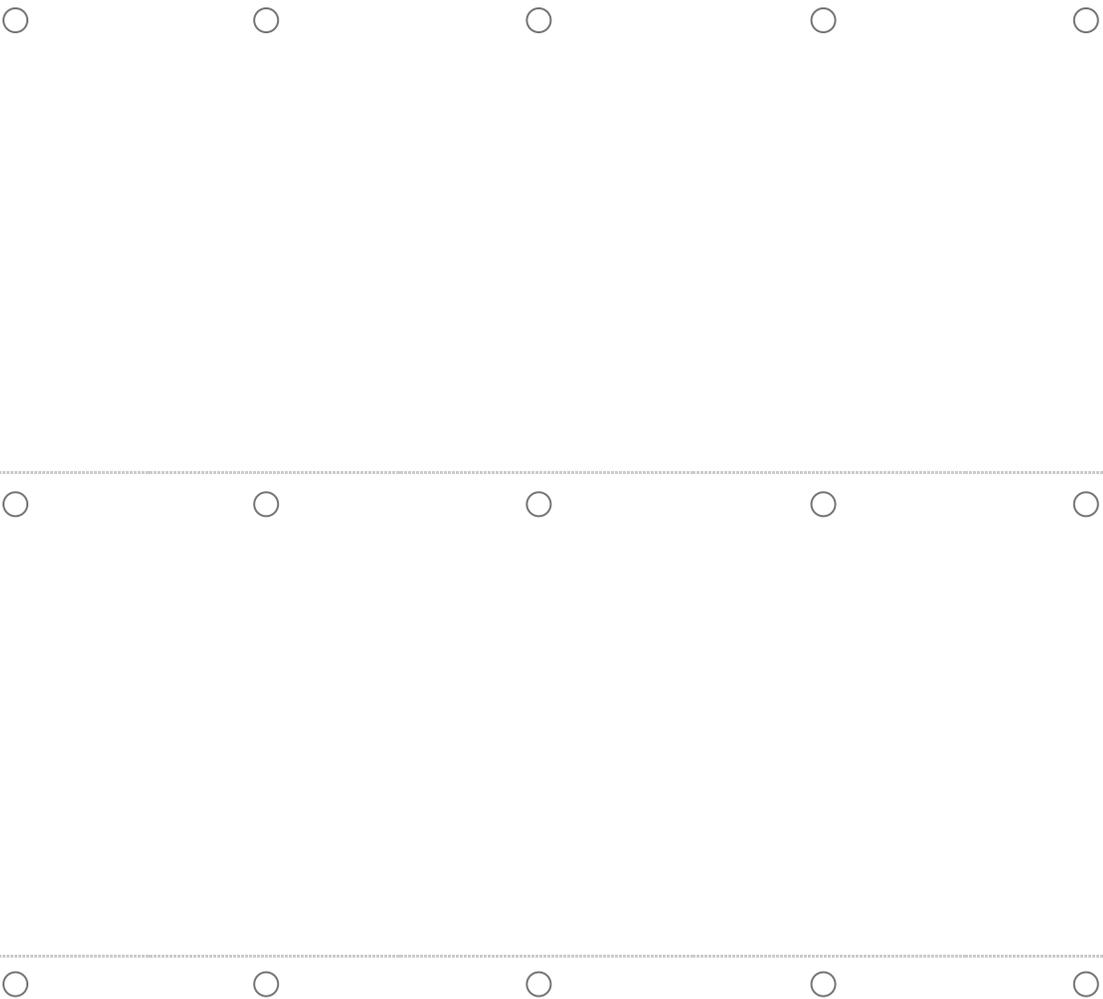


capability to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.

1.8 Candidates in social studies demonstrate the capability to organize and provide instruction at the appropriate school level for the study of science, technology and society.

1.9 Candidates in social studies demonstrate the capability to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.

1.10 Candidates



in social studies demonstrate the capability to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.



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# Specialized Program Area Evaluation (PE)

## Placement Information

**Teacher Candidate's Name\***

First Name

Last Name

**Cooperating Teacher's Name\***

First Name

Last Name

**Cooperating School Name\***

**Subject\***

- Physical Education
- Health
- Other:



**Grade level\***

- Early Childhood (Pre-K and K)
- Elementary (1st-6th grades)
- Middle Level (6th-8th grades)
- High School (9th-12th grade)
- Other:

**Cooperating School City\***

**Cooperating School State\***

**University Supervisor's Name\***

First Name

Last Name

**I am the \***

- Cooperating Teacher
- University Supervisor

STANDARD	4 – ADVANCED/Excellent	3 – PROFICIENT/Competent	2 – BASIC/Developing	1 - BELOW BASIC/Needs Work
<b>SCIENTIFIC AND THEORETICAL KNOWLEDGE</b>				
<b>1: Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.</b>	<p><b>Evidence indicates that Teacher Candidates:</b></p> <ul style="list-style-type: none"> <li>—Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.</li> <li>—Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.</li> <li>—Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.</li> <li>___Identify historical, philosophical, and social perspectives of physical education issues and legislation.</li> <li>___Analyze and correct critical elements of motor skills and performance concepts.</li> </ul>	<p><b>Evidence indicates that Teacher Candidates:</b></p> <ul style="list-style-type: none"> <li>—Often describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.</li> <li>—Often describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.</li> <li>—Often describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.</li> <li>___Often identify historical, philosophical, and social perspectives of physical education issues and legislation.</li> <li>___Often analyze and correct critical elements of motor skills and performance concepts.</li> </ul>	<p><b>Evidence indicates that Teacher Candidates:</b></p> <ul style="list-style-type: none"> <li>—Begin to describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.</li> <li>—Begin to describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.</li> <li>—Begin to describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.</li> <li>___Begin to identify historical, philosophical, and social perspectives of physical education issues and legislation.</li> <li>—Begin to analyze and correct critical elements of motor skills and performance concepts.</li> </ul>	<p><b>Evidence indicates that Teacher Candidates:</b></p> <ul style="list-style-type: none"> <li>—Do not describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.</li> <li>—Do not describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.</li> <li>—Do not describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.</li> <li>___Do not identify historical, philosophical, and social perspectives of physical education issues and legislation.</li> <li>___Do not analyze and correct critical elements of motor skills and performance concepts.</li> </ul>
<b>SKILL AND FITNESS BASED COMPETENCE</b>				
<b>2: Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K-12 Standards.</b>	<p><b>Evidence indicates that Teacher Candidates:</b></p> <ul style="list-style-type: none"> <li>—Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.</li> <li>—Achieve and maintain a health-enhancing level of fitness throughout the program.</li> <li>—Demonstrate performance concepts related to skillful movement in a variety of physical activities.</li> </ul>	<p><b>Evidence indicates that Teacher Candidates:</b></p> <ul style="list-style-type: none"> <li>—Often demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.</li> <li>—Often achieve and maintain a health-enhancing level of fitness throughout the program.</li> <li>—Often demonstrate performance concepts related to skillful movement in a variety of physical activities.</li> </ul>	<p><b>Evidence indicates that Teacher Candidates:</b></p> <ul style="list-style-type: none"> <li>—Begin to demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.</li> <li>—Begin to achieve and maintain a health-enhancing level of fitness throughout the program.</li> <li>—Begin to demonstrate performance concepts related to skillful movement in a variety of physical activities.</li> </ul>	<p><b>Evidence indicates that Teacher Candidates:</b></p> <ul style="list-style-type: none"> <li>—Do not demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.</li> <li>—Do not achieve and maintain a health-enhancing level of fitness throughout the program.</li> <li>—Do not demonstrate performance concepts related to skillful movement in a variety of physical activities.</li> </ul>
<b>PLANNING AND IMPLEMENTATION</b>				
<b>3: Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the</b>	<p><b>Evidence indicates that Teacher Candidates:</b></p> <ul style="list-style-type: none"> <li>—Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.</li> <li>—Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives</li> </ul>	<p><b>Evidence indicates that Teacher Candidates:</b></p> <ul style="list-style-type: none"> <li>—Often design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.</li> <li>—Often develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and</li> </ul>	<p><b>Evidence indicates that Teacher Candidates:</b></p> <ul style="list-style-type: none"> <li>—Begin to design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.</li> <li>—Begin to develop and implement appropriate (e.g., measurable, developmentally appropriate, performance</li> </ul>	<p><b>Evidence indicates that Teacher Candidates:</b></p> <ul style="list-style-type: none"> <li>—Do not design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.</li> <li>—Do not develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and</li> </ul>

STANDARD	4 – ADVANCED/Excellent	3 – PROFICIENT/Competent	2 – BASIC/Developing	1 - BELOW BASIC/Needs Work
diverse needs of all students.	aligned with local, state, and/or national standards. --Design and implement content that is aligned with lesson objectives. --Plan for and manage resources to provide active, fair, and equitable learning experiences. --Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities. --Plan and implement progressive and sequential instruction that addresses the diverse needs of all students. --Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.	objectives aligned with local, state, and/or national standards. --Often design and implement content that is aligned with lesson objectives. --Often plan for and manage resources to provide active, fair, and equitable learning experiences. --Often plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities. --Often plan and implement progressive and sequential instruction that addresses the diverse needs of all students. --Often demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.	based) goals and objectives aligned with local, state, and/or national standards. --Begin to design and implement content that is aligned with lesson objectives. --Begin to plan for and manage resources to provide active, fair, and equitable learning experiences. --Begin to plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities. --Begin to plan and implement progressive and sequential instruction that addresses the diverse needs of all students. --Begin to demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.	objectives aligned with local, state, and/or national standards. --Do not design and implement content that is aligned with lesson objectives. --Do not plan for and manage resources to provide active, fair, and equitable learning experiences. --Do not plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities. --Do not plan and implement progressive and sequential instruction that addresses the diverse needs of all students. --Do not demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.
<b>INSTRUCTIONAL DELIVERY AND MANAGEMENT</b>				
4: Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance engagement and learning.	Evidence indicates that Teacher Candidates: --Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats. --Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences... --Provide effective instructional feedback for skill acquisition, student learning, and motivation. --Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses. --Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment. --Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.	Evidence indicates that Teacher Candidates: --Often demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats. --Often implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences... --Often provide effective instructional feedback for skill acquisition, student learning, and motivation. --Often recognize the changing dynamics of the environment and adjust instructional tasks based on student responses. --Often utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment. --Often implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.	Evidence indicates that Teacher Candidates: --Begin to demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats. --Begin to implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences... --Begin to provide effective instructional feedback for skill acquisition, student learning, and motivation. --Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses. --Begin to utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment. --Begin to implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.	Evidence indicates that Teacher Candidates: --Do not demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats. --Do not implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences... --Do not provide effective instructional feedback for skill acquisition, student learning, and motivation. --Do not recognize the changing dynamics of the environment and adjust instructional tasks based on student responses. --Do not utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment. --Do not implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.
<b>IMPACT ON STUDENT LEARNING</b>				
5: Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.	Evidence indicates that Teacher Candidates: --Select or create appropriate assessments that will measure student achievement of goals and objectives. --Use appropriate assessments to evaluate student learning before, during, and after instruction. --Utilize the reflective cycle to implement	Evidence indicates that Teacher Candidates: --Often select or create appropriate assessments that will measure student achievement of goals and objectives. --Often use appropriate assessments to evaluate student learning before, during, and after instruction. --Often utilize the reflective cycle to	Evidence indicates that Teacher Candidates: --Begin to select or create appropriate assessments that will measure student achievement of goals and objectives. --Begin to use appropriate assessments to evaluate student learning before, during, and after instruction. --Begin to utilize the reflective cycle to	Evidence indicates that Teacher Candidates: --Do not select or create appropriate assessments that will measure student achievement of goals and objectives. --Do not use appropriate assessments to evaluate student learning before, during, and after instruction. --Do not utilize the reflective cycle to



competent movement performance and health enhancing fitness as delineated in the NASPE K-12 Standards.

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3: Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

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4: Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance engagement and learning.

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5: Physical education teacher candidates utilize assessments and reflection to

foster student  
learning and  
inform  
instructional  
decisions.

---

6: Physical  
education teacher  
candidates  
demonstrate  
dispositions  
essential to  
becoming  
effective  
professionals.

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# Specialized Program Area Evaluation (Art)

## Placement Information

**Teacher Candidate's Name\***

First Name

Last Name

**Cooperating Teacher's Name\***

First Name

Last Name

**Cooperating School Name\***

**Grade level\***

- Early Childhood (Pre-K and K)
- Elementary (1st-6th grades)
- Middle Level (6th-8th grades)
- High School (9th-12th grade)
- Other:



**Cooperating School City\***

**Cooperating School State\***

**University Supervisor's Name\***

First Name

Last Name

**I am the \***

- Cooperating Teacher  
 University Supervisor

**ADVANCED/Excellent (4):** The student teacher effectively and consistently demonstrates ability in the standard. The student teacher demonstrates outstanding ability to use the standard in teaching or school situations.

**PROFICIENT/Competent (3):** The student teacher generally demonstrates ability in the standard. The student teacher needs little or no guidance to demonstrate the standard in teaching or school situations.

**BASIC/Developing (2):** The student teacher begins to demonstrate ability in the standard. The student teacher often needs prompting or guidance to use the standard in teaching or school situations.

**BELOW BASIC/Needs Work (1):** The student teacher rarely or does not demonstrate ability in the standard.

**N/O:** The standard was not observed.

**Art Education NASAD/NCATE Program Standards**

**1. PERSONAL QUALITIES**

**A.** Candidates show the ability to inspire others and excite the imagination of students, engendering a respect and desire for art and visual experiences.

B. Candidates demonstrate the ability to constantly seek out, evaluate, and apply new ideas and developments in both art and education.

C. Candidates maintain positive relationships with individuals of various social and ethnic groups, and show empathy for students and colleagues of differing backgrounds.

D. Candidates articulate and communicate the goals of an art program to pupils, colleagues, administrators, and parents in an effective and professionally responsible manner.

## 2. ART COMPETENCIES

A. Candidates make students emphatically aware of the all-important process of artistic creation from conceptualized image to finished artwork.

## 3. TEACHING COMPETENCIES

A. Candidates demonstrate their understanding of child development and the identification and understanding of psychological principles of learning as they relate to art education.

B. Candidates are able to express a rationale for personal attitudes and beliefs, showing their ability to use their understanding of the philosophical and social foundations underlying art in education.

C. Candidates assess aptitudes, experiential backgrounds, and interests of individuals and groups of students to devise learning experiences to meet assessed needs.

D. Candidates choose appropriate and current methods and materials for the level of art education they teach.

E. Candidates demonstrate a basic understanding of the principles and methods of developing curricula and the short- and long-term instructional units that comprise them.

F. Candidates accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.

G. Candidates demonstrate commitment to continuing study, self-evaluation, and professional growth.

### Personal Qualities\*

1 - Below Basic/Needs Work      2 - Basic/Developing      3 - Proficient/Competent      4 - Advanced/Excellent      NO - not observed

A. Candidates show the ability to inspire others and excite the imagination of students, engendering a

respect and  
desire for art and  
visual  
experiences.

---

B. Candidates  
demonstrate the  
ability to  
constantly seek  
out, evaluate, and  
apply new ideas  
and developments  
in both art and  
education.

---

C. Candidates  
maintain positive  
relationships with  
individuals of  
various social and  
ethnic groups,  
and show  
empathy for  
students and  
colleagues of  
differing  
backgrounds.

---

D. Candidates  
articulate and  
communicate the  
goals of an art  
program to  
pupils,  
colleagues,  
administrators,  
and parents in an  
effective and  
professionally  
responsible  
manner.

---



**Art Competencies\***

	1 - Below Basic/Needs Work	2 - Basic/Developing	3 - Proficient/Competent	4 - Advanced/Excellent	NO - not observed
A. Candidates make students emphatically aware of the all-important process of artistic creation from conceptualized image to finished artwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Teaching Competencies\***

	1 - Below Basic/Needs Work	2 - Basic/Developing	3 - Proficient/Competent	4 - Advanced/Excellent	NO - not observed
A. Candidates demonstrate their understanding of child development and the identification and understanding of psychological principles of learning as they relate to art education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Candidates are able to express a rationale for personal attitudes and beliefs, showing their ability to use their understanding of the philosophical and social	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

foundations  
underlying art in  
education.

---

C. Candidates  
assess aptitudes,  
experiential  
backgrounds, and  
interests of  
individuals and  
groups of  
students to devise  
learning  
experiences to  
meet assessed  
needs.

---

D. Candidates  
choose  
appropriate and  
current methods  
and materials for  
the level of art  
education they  
teach.

---

E. Candidates  
demonstrate a  
basic  
understanding of  
the principles and  
methods of  
developing  
curricula and the  
short- and long-  
term instructional  
units that  
comprise them.

---

F. Candidates  
accept, amend, or  
reject methods  
and materials



based on personal  
assessment of  
specific teaching  
situations.

---

G. Candidates  
demonstrate  
commitment to  
continuing study,  
self-evaluation,  
and professional  
growth.

---



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# Specialized Program Area Evaluation (Early Childhood Education)

## Placement Information

**Teacher Candidate's Name\***

First Name

Last Name

**Cooperating Teacher's Name\***

First Name

Last Name

**Cooperating School Name\***

**Grade level\***

- Preschool
- Kindergarten
- 1st Grade
- Other:



**Cooperating School City\***

**Cooperating School State\***

**University Supervisor's Name\***

First Name

Last Name

**I am the \***

- Cooperating Teacher
- University Supervisor

STANDARD	4 – ADVANCED/Excellent	3 – PROFICIENT/Competent	2 – BASIC/Developing	1 - BELOW BASIC/Needs Work
<b>1. PROMOTING CHILD DEVELOPMENT AND LEARNING</b>				
1.1: Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning.	Evidence indicates that: ---Candidates demonstrate in their practice that all children can learn and <u>transfer</u> this skill outside the classroom. ---Candidates <u>consistently</u> draw on developmental knowledge to plan curriculum that is achievable, meaningful, <u>challenging</u> , and motivating for children at various developmental levels. ---Candidates <u>consistently</u> assess student development and learning and use the results to design and implement instruction that meets individual student needs and interests and reflects diversity of students. ---Candidates <u>recognize</u> when an individual student’s development differs from typical developmental patterns and <u>collaborate</u> with specialists to plan, implement, and assess appropriate learning experiences that address individual needs.	Evidence indicates that: ---Candidates demonstrate in their practice that all children can learn. ---Candidates draw on developmental knowledge to plan curriculum that is achievable, meaningful, and motivating for children at various developmental levels. ---Candidates consider and accommodate the developmental characteristics of children in curriculum planning, instruction, and assessment of student learning. ---Candidates consider diversity an asset, respond positively to it and begin to seek advice from specialists (e.g., special educators, counselors, pediatricians, etc.) to confirm when an individual student’s development is atypical.	Evidence indicates that: ---Candidates <u>begin</u> to demonstrate in their practice a belief that all children can learn. ---Candidates <u>begin</u> to demonstrate an ability to plan curriculum that is achievable but also challenging for children at various developmental levels. ---Candidates <u>begin</u> to respond positively to diversity. ---Candidates <u>begin</u> to recognize and respond to students whose development is atypical.	Evidence indicates that: ---Candidates do <u>not</u> use knowledge and understanding to construct learning opportunities that support individual students’ development and acquisition of knowledge.
1.2: Candidates create environments that are healthy, respectful, supportive, and challenging for all children.	Evidence indicates that: ---Candidates <u>comprehensively</u> plan and demonstrate meaningful experiences that are stimulating, invite exploration and investigation, and engage children’s involvement. ---Candidates <u>set</u> clear and reasonable limits on behavior and teach <u>prosocial</u> behaviors. ---Candidates listen, respond, guide, and model for children how to develop <u>problem solving</u> skills and <u>transfer</u> this outside the classroom.	Evidence indicates that: ---Candidates plan and demonstrate meaningful experiences that are stimulating, invite exploration and investigation, and engage children’s involvement. ---Candidates apply clear and reasonable limits on behavior. ---Candidates listen, respond, guide, and model for children positive behavioral skills.	Evidence indicates that: ---Candidates <u>begin</u> to plan and demonstrate meaningful experiences that engage children’s involvement. ---Candidates <u>begin</u> to apply clear and reasonable limits on behavior. ---Candidates are a positive role model for children to learn behavioral skills	Evidence indicates that: ---Candidates do <u>not</u> plan and demonstrate meaningful experiences. ---Candidates do <u>not</u> apply clear and reasonable limits on behavior. ---Candidates <u>may or may not</u> be a positive role model for children to learn behavioral skills
<b>2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS</b>				
2.1: Candidates use their understanding about the importance and complex characteristics of children’s families and community to create respectful, reciprocal relationships that support and empower families.	Evidence indicates that: ---Candidates <u>consistently</u> share information with families about their child’s development and learning in the program and at home (i.e. newsletter, conferences, informal meetings). ---Candidates <u>use</u> positive relationships and supportive interactions with families as a foundation for their work with young children.	Evidence indicates that: ---Candidates share information with families about their child’s development and learning in the program and at home. ---Candidates are able to develop positive relationships and supportive interactions with families to help as they work with young children.	Evidence indicates that: ---Candidates <u>begin</u> to share information with families about their child’s development and learning. ---Candidates <u>begin</u> to develop supportive interactions with families as they work with young children.	Evidence indicates that: ---Candidates do <u>not</u> share information with families about their child’s development and learning. ---Candidates do <u>not</u> make any connections with families.
2.2: Candidates involve families in their children’s	Evidence indicates that: ---Candidates work <u>collaboratively</u> with	Evidence indicates that: ---Candidates can plan with families to gain	Evidence indicates that: ---Candidates <u>begin</u> to identify that families	Evidence indicates that: ---Candidates do <u>not</u> show evidence that

STANDARD	4 – ADVANCED/Excellent	3 – PROFICIENT/Competent	2 – BASIC/Developing	1 - BELOW BASIC/Needs Work
development and learning.	families to gain confidence and show mutual respect of their child’s primary teacher. ---Candidates develop and <u>implement</u> opportunities for families to participate and share in decision-making capabilities for their children’s learning.	confidence and show mutual respect of their child’s primary teacher. ---Candidates develop opportunities for families to participate and share in decision-making capabilities for their children’s learning.	are important in the life of the child and are to be respected. ---Candidates <u>begin</u> to plan opportunities for families to share in decision-making capabilities for their children’s learning.	families are respected. ---Candidates are <u>unable</u> to develop plans for families to participate and share in decision-making for their children’s learning.
<b>3. OBSERVATING, DOCUMENTING AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES</b>				
3.1: Candidates use systematic observations, documentation and other effective assessment strategies in a responsible way.	Evidence indicates that: ---Candidates adapt <u>various</u> assessment strategies (e.g. pre-post tests, observation tools, portfolios) to accommodate and <u>promote</u> the developmental needs of children. --- Candidates use a <u>variety</u> of assessments for improving teaching (e.g., large group, centers) and to gather information to identify and <u>address</u> the development of individual	Evidence indicates that: ---Candidates adapt assessment strategies to accommodate developmental needs of students (e.g. social, emotional, physical and cognitive). --- Candidates use assessment for improving teaching (e.g. large group, centers) and to gather information to identify the development of individual students.	Evidence indicates that: ---Candidates <u>begin</u> to draw conclusions about student development through assessment data. --- Candidates <u>begin</u> to use assessment for improving teaching (e.g. large group, centers) and to gather information about students.	Evidence indicates that: ---Candidates do <u>not</u> draw conclusions about student development through assessment data. --- Candidates do <u>not</u> use assessment for improving teaching or to gather information of individual students.

	students with exceptionalities.			
3.2: Candidates in partnership with families and other professionals use appropriate assessment to positively influence children's development and learning.	<p><b>Evidence indicates that:</b></p> <p>---Candidates consistently demonstrate that student's families (e.g., cultural background, interests) and the community are integral aspects for effective learning experiences that are meaningful for students and part of the assessment process.</p> <p>---Candidates consistently utilize informational resources (e.g., print, electronic, community) beyond the classroom to assess students.</p>	<p><b>Evidence indicates that:</b></p> <p>--- Candidates use assessment with consideration for a student's families (e.g., cultural background, interests) and the community as integral aspects for effective assessment process.</p> <p>--- Candidates utilize informational resources (e.g., print, electronic, community) beyond the classroom to assess students.</p>	<p><b>Evidence indicates that:</b></p> <p>---Candidates <u>begin</u> to use assessment with consideration for a student's families and the community for effective assessment process.</p> <p>---Candidates <u>begin</u> to integrate resources or assessment.</p>	<p><b>Evidence indicates that:</b></p> <p>---Candidates do <u>not</u> implement assessment with consideration for a student's families and the community for effective assessment process.</p>
<b>4. TEACHING AND LEARNING</b>				
4.1: Candidates use their understanding of relationships with children and families, their understanding of developmentally effective approaches to teaching and learning and knowledge of academic disciplines to DESIGN experiences that promote positive development and learning for all children.	<p><b>Evidence indicates that:</b></p> <p>---Candidates <u>comprehensively</u> integrate knowledge of age group, individuals, and culture when planning curricular goals.</p> <p>---Candidates intentionally plan the use of a <u>variety</u> of instructional approaches (e.g. direct teaching, centers, individual play), use <u>many</u> resources, and align objectives with state learning guidelines.</p> <p>---Candidates develop instructional plans that <u>center on</u> problem finding, critical thinking, and self-directed learning that builds on skills previously acquired.</p> <p>---Candidates <u>plan long</u> term multi-disciplined units focused on a theme and individual lessons that make connections to other parts of the curriculum when appropriate; provide <u>exceptional</u> opportunities for children to learn holistically and focus on teaching the whole child.</p>	<p><b>Evidence indicates that:</b></p> <p>--- Candidates integrate knowledge of age group, individuals, and culture when planning curricular goals.</p> <p>---Candidates intentionally plan using several instructional approaches, various resources, and align objectives with state learning guidelines.</p> <p>---Candidates plan instructional strategies that are based upon effective teaching strategies, such as activating prior knowledge, and encouraging exploration and problem solving.</p> <p>---Candidates plan multi-disciplined units focused on a theme and individual lessons that make connections to other parts of the curriculum when appropriate; provide opportunities for children to learn holistically and focus on teaching the whole child.</p>	<p><b>Evidence indicates that:</b></p> <p>--- Candidates integrate <u>some</u> knowledge of age group, individuals, and culture when planning curricular goals.</p> <p>---Candidates plan using a <u>limited</u> range of instructional strategies and resources; align objectives with state learning guidelines.</p> <p>---Candidates plan units focused on a <u>theme</u> and individual lessons that make connections to other parts of the curriculum when appropriate; provide opportunities for children to learn.</p>	<p><b>Evidence indicates that:</b></p> <p>---Candidates do <u>not</u> integrate knowledge of age group, individuals, and culture when planning curricular goals.</p> <p>---Candidates plan using <u>simple</u> instructional strategies and few resources.</p> <p>---Candidates plan <u>simple</u> units.</p>

STANDARD	4 – ADVANCED/Excellent	3 – PROFICIENT/Competent	2 – BASIC/Developing	1 - BELOW BASIC/Needs Work
4.2: Candidates use their understanding of relationships with children and families, their understanding of developmentally effective approaches to teaching and learning and knowledge of academic disciplines to IMPLEMENT experiences that promote positive development and learning for all children.	Evidence indicates that: --Candidates <u>comprehensively</u> use a wide variety of instructional materials appropriate for “hands on, minds on” activities. --Candidates use a variety of strategies (e.g. direct instruction, discovery learning, role playing) in learning the <u>content</u> . --Candidates use a <u>variety</u> of appropriate transition strategies (e.g. music, puppets, magic) for positive relationships and classroom management.	Evidence indicates that: --Candidates use a variety of instructional materials appropriate for “hands on, minds on” activities. --Candidates use a variety of strategies (e.g. direct instruction, discovery learning, role playing). --Candidates use appropriate transition strategies for positive relationships and classroom management.	Evidence indicates that: --Candidates use <u>some</u> instructional materials appropriate for “hands on, minds on” activities. --Candidates <u>begin</u> to use a variety of strategies (e.g. direct instruction, discovery learning, role playing). --Candidates use <u>some</u> transition strategies for positive relationships and classroom management.	Evidence indicates that: --Candidates do <u>not</u> use instructional materials appropriate for “hands on, minds on” activities. --Candidates use <u>few</u> strategies for affective learning and teaching. --Candidates use <u>few</u> transition strategies for positive relationships and classroom management.
4.3 Candidates use their understanding of relationships with children and families, their understanding of developmentally effective approaches to teaching and learning and knowledge of academic disciplines to EVALUATE experiences that promote positive development and learning for all children.	Evidence indicates that: --Candidates <u>comprehensively</u> evaluate student comprehension of lessons using appropriate strategies for feedback. --Candidates <u>consistently</u> utilize student’s higher level thinking skills (i.e. critical thinking and problem solving) when evaluating all lessons and units. --Candidates <u>consistently</u> use questioning strategies and open-ended questions (when appropriate), and diverse perspectives are <u>explored and supported</u> . --Candidates <u>consistently</u> use closure/review of main objectives of lesson/units. “Real world” applications were possible for students to relate to <u>in and out</u> of the classroom.	Evidence indicates that: --Candidates evaluate student comprehension of lessons using appropriate strategies for feedback. --Candidates utilize student’s higher level thinking skills (i.e. critical thinking and problem solving) when evaluating lessons and units. --Candidates use questioning strategies and open-ended questions and are open to diverse perspectives. --Candidates use closure/review of main objectives of lesson/units. “Real world” applications were possible for students to relate to.	Evidence indicates that: --Candidates <u>begin</u> to evaluate student comprehension of lessons using some appropriate strategies for feedback. --Candidates <u>begin</u> to utilize student’s higher level thinking skills (i.e. critical thinking and problem solving). --Candidates use questioning strategies and have an <u>awareness</u> of diverse perspectives. --Candidates <u>begin</u> to include closure/review of some objectives of lesson/units. “Real world” applications may be possible for students to relate to.	Evidence indicates that: --Candidates did <u>not</u> evaluate student comprehension of lessons using some appropriate strategies for feedback. --Candidates did <u>not</u> utilize student’s higher level thinking skills when evaluating lessons and units. --Candidates use <u>mostly</u> close-ended questions. --Candidates did <u>not</u> include a closure/review.
<b>5. BECOMING A PROFESSIONAL</b>				
5.1: Candidates identify and conduct themselves and members of the early childhood field.	Evidence indicates that: ---Candidates <u>consistently</u> understand and implement practices and behaviors that are characteristic of developing career teachers. ---Candidates are aware of and <u>involved</u> in professional associations at the local and/or national level.	Evidence indicates that: ---Candidates understand and implement practices and behaviors that are characteristic of developing career teachers. --- Candidates are aware of professional associations at the local and/or national level	Evidence indicates that: ---Candidates <u>begin</u> to use practices and behaviors that are characteristic of developing career teachers. ---Candidates <u>begin</u> to become aware of professional associations at the local and/or national level.	Evidence indicates that: ---Candidates do <u>not</u> understand or apply practices and behaviors that are characteristic of developing career teachers
5.2: Candidates use ethical guidelines and other professional standards related to early childhood practice.	Evidence indicates that: ---Candidates <u>consistently</u> reflect on their practice, its influences on growth and learning, and the complex interactions between them. ---Candidates <u>consistently</u> use the early childhood standards for learning. ---Candidates <u>consistently</u> apply the NAEYC Ethical Code to the level of their professional practice and <u>transfer</u> it outside the classroom.	Evidence indicates that: ---Candidates use a variety of self-assessment and problem-solving strategies for reflecting on their practice and its influences on students’ growth and learning. ---Candidates utilize the early childhood standards for learning. ---Candidates use the NAEYC Ethical Code for the level of their professional practice.	Evidence indicates that: ---Candidates <u>begin</u> to reflect on their practice in light of research on teaching and resources available for professional learning. ---Candidates <u>begin</u> to utilize the early childhood standards for learning ---Candidates <u>begin</u> to use the NAEYC Ethical Code for the level of their professional practice.	Evidence indicates that: ---Candidates do <u>not</u> reflect on their practice in light of research on teaching and resources available for professional learning. ---Candidates do <u>not</u> understand the basics for the early childhood standards for learning.
5.3: Candidates continue to learn and collaborate	Evidence indicates that: ---Candidates develop a <u>systematic</u> process	Evidence indicates that: ---Candidates use classroom observation,	Evidence indicates that: ---Candidates <u>begin</u> to evaluate the effects of	Evidence indicates that: ---Candidates do <u>not</u> evaluate the effects of

STANDARD	4 – ADVANCED/Excellent	3 – PROFICIENT/Competent	2 – BASIC/Developing	1 - BELOW BASIC/Needs Work
by demonstrating knowledgeable, reflective, and critical perspectives on their work	for evaluating the effects of their professional decisions and actions on students, parents, and other professionals. ---Candidates <u>conduct</u> professional inquiry into their professional practice and <u>share</u> the results of their inquiry with other professionals.	information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.	their professional decisions and actions on students, parents, and other professionals in the learning community.	their professional practice.
5.4: Candidates make informed decisions that integrate knowledge from a variety of sources.	<b>Evidence indicates that:</b> ---Candidates <u>consistently</u> seek opportunities to grow professionally (i.e. consulting with colleagues, reading current professional literature, participating in professional organizations and activities). ---Candidates <u>consistently</u> identify, access, and use technology- based resources in support of their professional development.	<b>Evidence indicates that:</b> ---Candidates seek opportunities to grow professionally (i.e. consulting with colleagues, reading current professional literature, participating in professional organizations and activities). ---Candidates can identify, access, and use technology-based resources.	<b>Evidence indicates that:</b> ---Candidates <u>begin</u> to seek out opportunities to grow professionally. ---Candidates <u>begin</u> to focus on independent analysis using resources.	<b>Evidence indicates that:</b> ---Candidates do <u>not</u> make informed decisions that integrate knowledge.
5.5: Candidates advocate for sound educational practices and policies.	<b>Evidence indicates that:</b> ---Candidates <u>consistently</u> advocate for early childhood issues in the lives of children and families. ---Candidates <u>consistently</u> articulate their role and the profession to community and parents and <u>transfer</u> this outside the classroom. ---Candidates <u>consistently</u> demonstrate the importance of early childhood disciplinary and pedagogical problems and responsibilities by combining their knowledge and skills in child development, curriculum, instruction, and assessment.	<b>Evidence indicates that:</b> ---Candidates advocate for early childhood issues to advocate in the lives of children and families. ---Candidates articulate their role and the profession to community and parents. ---Candidates demonstrate the importance of early childhood disciplinary and pedagogical problems and responsibilities by combining, as appropriate, their knowledge and skills in child development, curriculum, instruction, and assessment.	<b>Evidence indicates that:</b> ---Candidates <u>begin</u> to advocate for some early childhood issues in the lives of children. ---Candidates <u>begin</u> to articulate their role to community and parents. ---Candidates <u>begin</u> to demonstrate the importance of early childhood disciplinary and pedagogical problems and responsibilities.	<b>Evidence indicates that:</b> ---Candidates do <u>not</u> advocate for young children or families.

**1. PROMOTING CHILD DEVELOPMENT AND LEARNING\***

1 - Below Basic/Needs Work      2 - Basic/Developing      3 - Proficient/Competent      4 - Advanced/Excellent      NO - not observed

1.1: Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning.      ○      ○      ○      ○      ○

1.2: Candidates create environments that are healthy,      ○      ○      ○      ○      ○

respectful,  
supportive, and  
challenging for all  
children.

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## 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS\*

	1 - Below Basic/Needs Work	2 - Basic/Developing	3 - Proficient/Competent	4 - Advanced/Excellent	NO - not observed
2.1: Candidates use their understanding about the importance and complex characteristics of children's families and community to create respectful, reciprocal relationships that support and empower families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2: Candidates involve families in their children's development and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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## 3. OBSERVING, DOCUMENTING AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES\*

	1 - Below Basic/Needs Work	2 - Basic/Developing	3 - Proficient/Competent	4 - Advanced/Excellent	NO - not observed
3.1: Candidates use systematic observations, documentation and other effective assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

strategies in a responsible way.

3.2: Candidates in partnership with families and other professionals use appropriate assessment to positively influence children's development and learning.



**4. TEACHING AND LEARNING\***

1 - Below Basic/Needs Work      2 - Basic/Developing      3 - Proficient/Competent      4 - Advanced/Excellent      NO - not observed

4.1: Candidates use their understanding of relationships with children and families, their understanding of developmentally effective approaches to teaching and learning and knowledge of academic disciplines to DESIGN experiences that promote positive development and learning for all children.



4.2: Candidates



use their understanding of relationships with children and families, their understanding of developmentally effective approaches to teaching and learning and knowledge of academic disciplines to IMPLEMENT experiences that promote positive development and learning for all children.

4.3 Candidates use their understanding of relationships with children and families, their understanding of developmentally effective approaches to teaching and learning and knowledge of academic disciplines to EVALUATE experiences that promote positive development and



learning for all children.

**1. BECOMING A PROFESSIONAL\***

	1 - Below Basic/Needs Work	2 - Basic/Developing	3 - Proficient/Competent	4 - Advanced/Excellent	NO - not observed
5.1: Candidates identify and conduct themselves and members of the early childhood field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2: Candidates use ethical guidelines and other professional standards related to early childhood practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3: Candidates continue to learn and collaborate by demonstrating knowledgeable, reflective, and critical perspectives on their work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4: Candidates make informed decisions that integrate knowledge from a variety of sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5: Candidates advocate for sound educational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

practices and  
policies.

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Submit Form

## NSU Millicent Atkins School of Education

### Candidate Preservice Assessment of Student Teaching (CPAST) Final Evaluation

*For use in PSTE 396 and PSTE 496 as a formative assessment and in STE 488 as a two-part (midpoint and final) summative assessment.*

Item	Exceeds Expectations	Meets Expectations	Emerging	Does Not Meet Expectations
	(3 points)	(2 points)	(1 point)	(0 points)
<b>Planning for Instruction and Assessment</b>				
<b>A. Focus for Learning: Standards and Objectives /Targets</b>	Plans align to appropriate P-12 state learning <b>standards</b>	Plans align to appropriate P-12 state learning <b>standards</b>	Plans align to appropriate P-12 state learning <b>standards</b>	Plans do not align to the appropriate P-12 state learning <b>standards</b>
	AND	AND	AND/OR	AND/OR
	<b>Goals</b> are measurable	<b>Goals</b> are measurable	Some <b>goals</b> are measurable	<b>Goals</b> are absent or not measurable
	AND	AND	AND/OR	AND/OR
	Standards, <b>objectives/targets</b> , and learning tasks are consistently aligned with each other	Standards, <b>objectives/ targets</b> , and learning tasks are consistently aligned with each other	Standards, <b>objectives/targets</b> , and learning tasks, are loosely or are not consistently aligned with each other	Standards, <b>objectives/targets</b> , and learning tasks are not aligned with each other
	AND	AND	AND/OR	AND/OR
Articulates <b>objectives/targets</b> that are appropriate for learners and attend to appropriate developmental progressions relative to age and content-area	Articulates <b>objectives/targets</b> that are appropriate for learners	Articulates some <b>objectives/targets</b> that are appropriate for learners	Does not articulate <b>objectives/targets</b> that are appropriate for learners	
<b>Sources of Evidence:</b>	· Pre/post observation conferences			
	· Conversations with and/or documentation from the mentor teacher			
	· Cumulative lesson plans			
	o Student learning objectives			
	o Evidence of differentiation			
	o Use of Ohio Learning Standards			
· Posted learning objectives/ targets				
<b>Possible Evidence:</b>	<b>Exceeds/Meets Expectations</b>		<b>Emerging/ Does Not Meet Expectations</b>	
	· Student teachers' plans: appropriately "connect content to standard" (Marzano, p. 27).		· "Goals may be missing one or more of the following qualities: specific, measurable and timebound. Goals are not based on prior	

	<ul style="list-style-type: none"> <li>“Goals are: specific, measurable and timebound; based on multiple sources of available data that reveal prior student learning; aligned to content standards; appropriate for the context, instructional interval and content standard(s); demonstrating a significant impact on student learning of content (transferable skills)” (Marzano, p. 36).</li> </ul>	available student learning. Goals are partially aligned to content standards. Goals may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s). Goal is not connected to a significant impact on student learning of content” (Marzano, p. 36).		
Item	Exceeds Expectations	Meets Expectations	Emerging	Does Not Meet Expectations
	(3 points)	(2 points)	(1 point)	(0 points)
<b>Planning for Instruction and Assessment</b>				
<b>B. Materials and Resources</b>	Uses a variety of <b>materials and resources</b> that	Uses a variety of <b>materials and resources</b> that	Uses <b>materials and resources</b> that align with some of the objectives/targets	<b>Materials and resources</b> do not align with objectives/targets
InTASC 7b	1. Align with all objectives/targets	1. Align with all objectives/targets		
	2. Make content relevant to learners	2. Make content relevant to learners		
	3. Encourage individualization of learning			
<b>Sources of Evidence:</b>	<ul style="list-style-type: none"> <li>Observation of teaching</li> </ul>			
	<ul style="list-style-type: none"> <li>Pre/post observation conferences</li> </ul>			
	<ul style="list-style-type: none"> <li>Conversations with and/or documentation from the mentor teacher</li> </ul>			
	<ul style="list-style-type: none"> <li>Cumulative lesson plans</li> </ul>			
	<ul style="list-style-type: none"> <li>o Evidence of differentiation in lesson plan</li> </ul>			
	<ul style="list-style-type: none"> <li>Instructional materials (e.g., resources, technology, manipulatives, handouts)</li> </ul>			
<b>Possible Evidence:</b>	<b>Exceeds/Meets Expectations</b>		<b>Emerging/ Does Not Meet Expectations</b>	
	<ul style="list-style-type: none"> <li>“The [student] teacher identifies the available materials that can enhance student understanding and the manner in which they will be used” (Marzano, p. 28).</li> </ul>		<ul style="list-style-type: none"> <li>“The [student] teacher identifies the available materials that can enhance learner understanding but does not clearly identify or describe the manner in which they will be used” (Marzano, p. 28).</li> <li>Student teacher relies on lecture with no supporting materials</li> <li>Does not allow for learner use of materials (all teacher demonstration)</li> </ul>	
Item	Exceeds Expectations	Meets Expectations	Emerging	Does Not Meet Expectations
	(3 points)	(2 points)	(1 point)	(0 points)
<b>Planning for Instruction and Assessment</b>				
<b>C. Assessment of P-12 Learning</b>	Plans a variety of <b>assessments</b> that	Plans a variety of <b>assessments</b> that	Planned <b>assessments</b>	Planned <b>assessments</b>

InTASC 6b	1. Provide opportunities for learners of varying abilities to illustrate competence (whole class)	1. Provide opportunities for learners to illustrate competence (whole class)	1. Provide opportunities for some learners to illustrate competence (whole class)	1. Are not included
	2. Align with the appropriate P-12 state learning standards	2. Align with the appropriate P-12 state learning standards	2. Align with the appropriate P-12 state learning standards	OR
	3. Are culturally relevant and draw from learners' funds of knowledge	3. Are culturally relevant and draw from learners' funds of knowledge		2. Do not align with the appropriate P-12 state learning standards
	4. Promote learner growth			
<b>Sources of Evidence:</b>	· Observation of teaching			
	· Pre/post observation conferences			
	· Conversations with and/or documentation from the mentor teacher			
	· Cumulative lesson plans			
	· Variety of formative and summative assessments			
	· Posted learning objectives/ targets			
<b>Possible Evidence:</b>	<b>Exceeds/Meets Expectations</b>		<b>Emerging/ Does Not Meet Expectations</b>	
	· Student teacher is able to inform learners, and discuss learner		· Relies on learner self-grading/self-correcting	
	· Plans submitted include assessment/evaluation components		· Plans include vague data collection techniques	
	· Assessments are clearly aligned to congruent standards		· Assessments are misaligned	
	· Assessment is included in the daily procedures		· Planned assessments are not aligned to procedures	
	· Student teacher uses a variety and balance of assessment techniques		· Assessments are not developmentally appropriate or grade-level appropriate	
	· Evidence of funds of knowledge include incorporation of students':		· Relies heavily on publisher generated tests	
<b>Item</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Emerging</b>	<b>Does Not Meet Expectations</b>
	<b>(3 points)</b>	<b>(2 points)</b>	<b>(1 point)</b>	<b>(0 points)</b>
<b>Planning for Instruction and Assessment</b>				
<b>D. Differentiated Methods</b>	Lessons make meaningful and relevant connections to	Lessons make clear and coherent connections to	Lessons make an attempt to build on, but are not completely successful at connecting to	Lessons do not build on or connect to learners' prior knowledge
InTASC 2c	1. Learners' prior knowledge	1. Learners' prior knowledge	1. Learners' prior knowledge,	AND/OR
	2. Previous lessons	2. Previous lessons	2. Previous lessons, OR future learning	Explanations given are illogical or inaccurate as to how the content connects to previous and future learning
	3. Future learning	3. Future learning	AND	AND/OR

	4. Other disciplines and real-world experiences	AND	<b>Differentiation</b> of instruction is minimal	<b>Differentiation</b> of instruction is absent
	AND	<b>Differentiation of</b> instruction supports learner development	AND	
	<b>Differentiation of</b> instruction supports learner development	AND	Organizes instruction to ensure content is comprehensible for learners	
	AND	Organizes instruction to ensure content is comprehensible and relevant for learners		
	Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners			
<b>Sources of Evidence:</b>	· Pre/post observation conferences			
	· Conversations with and/or documentation from the mentor teacher			
	· Cumulative lesson plans			
	o Evidence of differentiation in planning and/or instruction (activities, responsiveness to prior knowledge – including proactively preparing for possible misconceptions)			
	o Description of connections between lessons			
<b>Possible Evidence:</b>	<b>Exceeds/Meets Expectations</b>		<b>Emerging/ Does Not Meet Expectations</b>	
	· “[Student] teacher plans and delivers lessons that are logically structured, well-scaffolded, and reasonably paced, with differentiated content and timing as necessary” (BPS, p. 5).		· “[Student] teacher plans or delivers lessons with either too much or insufficient time allocated to activities, or timing and content that is not suitably differentiated” (BPS, p. 5).	
	· “[Student] teacher frequently uses learners’ learning styles, interests, and needs to plan lesson and homework tasks, design assessments, group students, and differentiate the timing and content of assigned tasks” (BPS, p. 13).		· “[Student] teacher inconsistently plans or delivers lessons or assessments designed to reach learners with diverse, learning styles, and needs” (BPS, p. 13).	
	· “[Student] teacher divides students into groups that support student learning and build on learners’ strengths” (BPS, p.5).		· “The [student] teacher identifies interventions that meet the needs of specific subpopulations (e.g., ELL, special education, and students who come from environments that offer little support for learning), but does not ensure that all identified students are adequately served by the interventions” (Marzano, p. 24).	
	· “ The [student] teacher identifies and effectively employs interventions that meet the needs of specific subpopulations (e.g., ELL, special education, [gifted] and students who come from environments that offer little support for learning)” (Marzano, p. 24).			

Item	Exceeds Expectations	Meets Expectations	Emerging	Does Not Meet Expectations
	(3 points)	(2 points)	(1 point)	(0 points)
<b>Instructional Delivery</b>				
<b>E. Learning Target and Directions</b>	Articulates accurate and coherent <b>learning targets</b>	Articulates an accurate <b>learning target</b>	Articulates an inaccurate <b>learning target</b>	Does not articulate the <b>learning target</b>
	AND	AND	AND/OR	OR
InTASC 7c	Articulates accurate <b>directions</b> /explanations throughout the lesson	Articulates accurate <b>directions</b> /explanations	Articulates inaccurate <b>directions</b> /explanations	Does not articulate <b>directions</b> /explanations
	AND	AND		
	Sequences learning experiences appropriately	Sequences learning experiences appropriately		
<b>Sources of Evidence:</b>	· Observation of teaching			
	· Pre/post observation conferences			
	· Conversations with and/or documentation from the mentor teacher			
	· Posted learning objectives/targets			
<b>Possible Evidence:</b>	<b>Exceeds/Meets Expectations</b>		<b>Emerging/ Does Not Meet Expectations</b>	
	<b>Exceeds Expectations:</b>		· Targets/goals are NOT prominently and visibly posted	
	· Learning targets are written in learner-friendly language (e.g., "I can")		· Begins lesson without discussing targets or goals	
	<b>Meets Expectations:</b>		· Sequence of lesson is not logical	
	· Begins lesson by stating target and/or goals		· Directions to learners are confusing and include too much/too little information	
	· Targets are prominently and visibly posted in the classroom		o Learners seem confused or ask many questions to know what to do	
	o "Learning target/goal is a clear statement of knowledge or skill as opposed to an activity or assignment" (Marzano, p.1).			
	· Directions are concise, systematic, and logical			
o Learners know what they should be doing in the classroom				
· Learning tasks align with targets				
Item	Exceeds Expectations	Meets Expectations	Emerging	Does Not Meet Expectations
	(3 points)	(2 points)	(1 point)	(0 points)
<b>Instructional Delivery</b>				
<b>F. Critical Thinking</b>	Engages learners in <b>critical thinking</b> in local and/or global contexts that	Engages learners in <b>critical thinking</b> that	Introduces AND/OR models <b>critical thinking</b> that	Does not introduce AND/OR model <b>critical thinking</b> that
	1. Fosters problem solving	1. Fosters problem solving	1. Fosters problem solving	1. Fosters problem solving

InTASC 5d	2. Encourages conceptual connections	2. Encourages conceptual connections	2. Encourages conceptual connections	2. Encourages conceptual connections
	3. Challenges assumptions			
<b>Sources of Evidence:</b>	· Observation of teaching			
	o Classroom discourse: students questioning each other and discussing the content			
	o Higher-order questioning			
	· Pre/post observation conferences			
	· Conversations with and/or documentation from the mentor teacher			
<b>Possible Evidence:</b>	<b>Exceeds/Meets Expectations</b>		<b>Emerging/ Does Not Meet Expectations</b>	
	The student teacher:		The student teacher:	
	· Asks questions which probe learner thinking		· Understands “how to generate goals that stretch student thinking” (	
	· Scaffolds and supports learners’ problem-solving		· “Knowledgeable of different types of questioning to generate...critical thinking and analysis” ( Rubric for Teacher Candidate,	
	· Encourages learners to support assertions with evidence			
	· Encourages connections with learners’ previous knowledge and/or interdisciplinary connections			
	· Allows learners to question/challenge peers’ ideas (edTPA, NASSP)			
· “Models thinking activities and encourages students to share their own thinking” (Rubric for Teacher Candidate, p.11 )				
<b>Item</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Emerging</b>	<b>Does Not Meet Expectations</b>
	<b>(3 points)</b>	<b>(2 points)</b>	<b>(1 point)</b>	<b>(0 points)</b>
<b>Instructional Delivery</b>				
<b>G. Checking for Understanding and Adjusting Instruction through</b>	<b>Checks for understanding</b> (whole class/group AND individual learners) during lessons using <b>formative assessment</b>	<b>Checks for understanding</b> (whole class/group) during lessons using <b>formative assessment</b>	Inconsistently <b>checks for understanding</b> during lessons using <b>formative assessment</b>	Does not <b>check for understanding</b> during lessons using <b>formative assessment</b>
	AND	AND	AND	OR
InTASC 8b	Differentiates through planned and responsive <b>adjustments</b> (whole class/group and individual learners)	Differentiates through <b>adjustments</b> to instruction (whole class/group)	Adjusts instruction accordingly, but <b>adjustments</b> may cause additional confusion	Does not make any <b>adjustments</b> based on learners’ responses
<b>Sources of Evidence:</b>	· Observation of teaching			
	o Frequent opportunities for student responses			
	o Modification of instruction based on student needs			
	o Implementation of interventions, remediation, reinforcement, and/or enrichment to provide differentiation			
	· Pre/post observation conferences			
· Conversations with and/or documentation from the mentor teacher				
<b>Possible</b>	<b>Exceeds/Meets Expectations</b>		<b>Emerging/ Does Not Meet Expectations</b>	

<b>Evidence:</b>	· Student teacher:		· Student teacher:	
	o asks questions of learners		o Follows a written lesson plan without deviation, although student responses/interest may suggest a need to do so	
	o requires active learner responses through discussion, group work, asking questions, closely monitoring seat work			
	o attends to individuals, changes explanation, provides prompting or enrichment when appropriate			
o “organizes content into small chunks, has learners interact about each chunk of content, provides guidance as to which information is most important, asks inferential and elaborative questions, has students summarize content” (Marzano, p.4)				
<b>Item</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Emerging</b>	<b>Does Not Meet Expectations</b>
	<b>(3 points)</b>	<b>(2 points)</b>	<b>(1 point)</b>	<b>(0 points)</b>
<b>Instructional Delivery</b>				
<b>H. Digital Tools and Resources</b>	Discusses AND uses a variety of developmentally appropriate <b>technologies (digital tools and resources)</b> that	Discusses AND uses developmentally appropriate <b>technologies (digital tools and resources)</b> that	Discusses developmentally appropriate <b>technologies (digital tools and resources)</b> relevant to learning objectives/ targets of the lesson	One of the following:
CAEP 1.5	1. Are relevant to learning objectives/ targets of the lesson	1. Are relevant to learning objectives/ targets of the lesson	AND	A. Does not use <b>technologies (digital tools and resources)</b> to engage learners
	2. Engage learners in the demonstration of knowledge or skills	2. Engage learners in the demonstration of knowledge or skills	<b>Technology</b> is not available	AND
	3. Extend learners’ understanding of concepts			<b>Technology</b> is available in the setting
				OR
				B. Use of <b>technologies</b> is not relevant to the learning objectives/ targets of the lesson
				OR
				C. Does not discuss <b>technologies</b>
				AND
				Technology is not available in the setting
<b>Sources of Evidence:</b>	· Observation of teaching (Refer to VARI-EPP Student Teaching Form Glossary for definition of “Digital Tools”)			
	· Pre/post observation conferences			

	<ul style="list-style-type: none"> <li>o Student teacher uses and discusses the some of the following digital tools: computers, websites, blogs, mobile devices, interactive whiteboards, online media, online study tools</li> </ul>			
	· Cumulative lesson plans			
	· Conversations with and/or documentation from the mentor teacher			
	· Note: This row not only evaluates the candidate, but also addresses possible limitations within schools that would need to be communicated to the EPP to meet CAEP requirements (i.e., CAEP expects candidates to be able to “model and apply” technology in their teaching settings and it is problematic if a placement does not have it available. A score of ‘1’ makes that fact known.)			
<b>Possible Evidence:</b>	<b>Exceeds/Meets Expectations</b>		<b>Emerging/ Does Not Meet Expectations</b>	
	<b>Exceeds Expectations:</b>		Student teacher:	
	Student teacher uses digital tools in the following ways:		· Uses technology “on stage” with little student interaction (ISTE	
	· Extending- Learners are given independent assignments to use digital tools to continue exploring a topic (e.g., engage in a project using Education Minecraft)		· “Uses technology for own productivity in relationship to teaching and learning” (ISTE Essential Conditions Rubric)	
	<b>Meets Expectations:</b>			
	Student teacher uses digital tools in the following ways:			
	· Relevant- Directly support access to the objectives for the lesson(s)			
	· Engaging- Learners are actively using the digital tools instead of the teacher just using the tools and learners are passive			
<b>Item</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Emerging</b>	<b>Does Not Meet Expectations</b>
	<b>(3 points)</b>	<b>(2 points)</b>	<b>(1 point)</b>	<b>(0 points)</b>
<b>Instructional Delivery</b>				
<b>I. Safe and Respectful Learning Environment</b>	Actively involves learners to create and manage a <b>safe and respectful learning environment</b> through the use of routines and transitions	Manages a <b>safe and respectful learning environment</b> through the use of routines and transitions	Attempts to manage a <b>safe learning environment</b> through the use of routines and transitions	Does not manage a <b>safe learning environment</b>
InTASC 3d	AND	AND	AND/OR	OR
	Establishes and promotes constructive relationships to equitably engage learners	Establishes and promotes constructive relationships to equitably engage learners	Attempts to establish constructive relationships to engage learners	Does not establish constructive relationships to engage learners
	AND	AND	AND/OR	OR
	Uses research-based strategies to maintain learners’ attention (individual and whole group)	Uses research-based strategies to maintain learners’ attention (individual and whole group)	Attempts to use constructive strategies to maintain learners’ attention (individual and whole group)	Does not use constructive strategies to maintain learners’ attention (individual and whole group)
<b>Sources of Evidence:</b>	· Observation of teaching			
	· Pre/post observation conferences			

	<ul style="list-style-type: none"> <li>Conversations with and/or documentation from the mentor teacher</li> <li>Classroom ground rules implemented by teacher</li> </ul>			
<b>Possible Evidence:</b>	<b>Exceeds/Meets Expectations</b>		<b>Emerging/ Does Not Meet Expectations</b>	
	<b>Exceeds Expectations:</b>		<b>Emerging:</b>	
	<ul style="list-style-type: none"> <li>“The [student] teacher actively involves learners in managing the learning environment and making full use of instructional time. S/he employs strategies to build learner self-direction and ownership of learning” (INTASC).</li> </ul>		<ul style="list-style-type: none"> <li>Attempts to address the criteria in the “meets” level of performance (e.g., “is knowledgeable about the importance of managing transitions to protect essential learning time” and “understands the importance of appropriate pacing to effective teaching and learning” (Rubric for the Teacher Candidate, p. 16).</li> </ul>	
	<ul style="list-style-type: none"> <li>Can maintain the environment independent of the cooperating teacher’s involvement</li> </ul>		<b>Does Not Meet:</b>	
	<b>Meets Expectations:</b>		<ul style="list-style-type: none"> <li>No attempt is made to address the criteria in the “Meets” level of performance</li> </ul>	
	<ul style="list-style-type: none"> <li>“The [student] teacher manages the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote learner engagement and minimize loss of instructional time” (INTASC).</li> </ul>			
	<ul style="list-style-type: none"> <li>The [student] teacher: <ul style="list-style-type: none"> <li>o uses technology to expand learner options in order to maintain and increase student engagement.</li> <li>o Learning environment considers learner developmental level</li> <li>o provides evidence for how they have used findings from research to maintain learners’ attention</li> </ul> </li> </ul>			
<b>Item</b>	<b>Exceeds Expectations (3 points)</b>	<b>Meets Expectations (2 points)</b>	<b>Emerging (1 point)</b>	<b>Does Not Meet Expectations (0 points)</b>
<b>Assessment</b>				
<b>J. Data-Guided Instruction</b>	Uses <b>data</b> -informed decisions (trends and patterns) to set short and long term goals for future instruction and assessment	Uses <b>data</b> -informed decisions to design instruction and assessment	Uses minimal <b>data</b> to design instruction and assessment	Does not use <b>data</b> to design instruction and assessment
CAEP 2.3	AND	AND		
	Uses contemporary tools for learner <b>data</b> record-keeping and analysis	Uses contemporary tools for learner <b>data</b> record-keeping		
<b>Sources of Evidence:</b>	<ul style="list-style-type: none"> <li>Observation of teaching</li> <li>Pre/post observation conferences</li> <li>Conversations with and/or documentation from the mentor teacher</li> </ul>			

	<ul style="list-style-type: none"> <li>· Cumulative planning documents</li> <li>· Formative and summative assessments</li> <li>· Records and analysis of data</li> <li>· P-12 learner work samples</li> <li>· Student growth measures</li> <li>· Data from graphs, online gradebook, reflection</li> <li>· Conversations with and/or documentation from the mentor teacher</li> </ul>			
<b>Possible Evidence:</b>	<b>Exceeds/Meets Expectations</b>		<b>Emerging/ Does Not Meet Expectations</b>	
	<b>Exceeds Expectations:</b>		<ul style="list-style-type: none"> <li>· Limited or no evidence of data collection and/or data usage/analysis</li> </ul>	
	<ul style="list-style-type: none"> <li>· Data are communicated to students, other teachers, parents and/or administrators</li> </ul>		<ul style="list-style-type: none"> <li>· Limited or no discussion/communication of data to stakeholders (student – to monitor own growth)</li> </ul>	
	<ul style="list-style-type: none"> <li>· Student growth measures discussed</li> </ul>		<ul style="list-style-type: none"> <li>· Limited or no participating in TBTs</li> </ul>	
	<ul style="list-style-type: none"> <li>· Reminder: See glossary definition for contemporary tools</li> </ul>		<ul style="list-style-type: none"> <li>· Student growth measures are not discussed</li> </ul>	
	<ul style="list-style-type: none"> <li>· Reflection on data-informed decisions and setting learner goals</li> </ul>			
	<b>Meets Expectations:</b>			
	<ul style="list-style-type: none"> <li>· Evidence of consistent reflection on data</li> <li>· Discussions in data teams (Teacher Based Teams – TBTs)</li> <li>· Reflections on the use of formative and/or summative assessments to</li> </ul>			
<b>Item</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Emerging</b>	<b>Does Not Meet Expectations</b>
	<b>(3 points)</b>	<b>(2 points)</b>	<b>(1 point)</b>	<b>(0 points)</b>
<b>Assessment</b>				
<b>K. Feedback to Learners</b>	Provides <b>feedback</b> that	Provides <b>feedback</b> that	Provides minimal <b>feedback</b> that	Does not provide <b>feedback</b>
	1. Enables learners to recognize strengths AND areas for improvement	1. Enables learners to recognize strengths OR areas for improvement	1. Enables learners to recognize strengths OR areas for improvement	OR
InTASC 6d	2. Is comprehensible	2. Is comprehensible	OR	<b>Feedback</b> does not enable learners to recognize strengths OR areas for improvement
	3. Is descriptive	3. Is descriptive	<b>Feedback</b> is provided in a somewhat timely fashion	OR
	4. Is individualized	AND		<b>Feedback</b> is not provided in a timely fashion
	AND	Provides timely <b>feedback</b>		
	Provides timely <b>feedback</b> , guiding learners on how to use feedback to monitor their own progress			

<b>Sources of Evidence:</b>	· Observation of teaching			
	o How student teacher gives feedback to learners (e.g., immediate, mini-conferences)			
	· Pre/post observation conferences			
	· Conversations with and/or documentation from the mentor teacher			
	· Formative and summative assessments			
	· P-12 learner work samples			
	· Student growth measures			
<b>Possible Evidence:</b>	<b>Exceeds/Meets Expectations</b>		<b>Emerging/ Does Not Meet Expectations</b>	
	· “[Student] teacher provides frequent assessment feedback that is specific and extends learner thinking” (BPS, p. 6).		<b>Emerging:</b>	
	· “[Student] teacher answers learners’ questions accurately and provides feedback that extends their thinking. (BPS, p. 4).		· “[Student] teacher may offer assessment feedback, but feedback is general and does not further learner learning (BPS, p. 6).” (e.g.,	
	· Written feedback to learners is accurate and clearly understood		· “[Student] teacher answers learners’ questions accurately, but does not provide feedback that furthers their learning” (BPS, p. 4). (e.g.,	
	· “Evidence exists that feedback provided to students results in a positive change in learning” (Rubric for the Teacher Candidate, p. 8)		<b>Does Not Meet:</b>	
			· Assessments/learner work marked incorrectly, or with score only (does not provide explanation/feedback)	
			· Student teacher does not respond to learners’ questions	
<b>Item</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Emerging</b>	<b>Does Not Meet Expectations</b>
	<b>(3 points)</b>	<b>(2 points)</b>	<b>(1 point)</b>	<b>(0 points)</b>
<b>Assessment</b>				
<b>L. Assessment Techniques</b>	Evaluates and supports learning through <b>assessment techniques</b> that are	Evaluates and supports learning through <b>assessment techniques</b> that are	<b>Assessment techniques</b> are	<b>Assessment techniques</b> are
InTASC 7d	1. Developmentally appropriate	1. Developmentally appropriate	1. Developmentally appropriate	1. Developmentally inappropriate
	2. Formative AND summative	2. Formative AND summative	2. Formative OR summative	OR
	3. Diagnostic			Not used
	4. Varied			
<b>Sources of Evidence:</b>	· Observation of teaching			
	· Pre/post observation conferences			
	· Conversations with and/or documentation from the mentor teacher			
	· Cumulative planning documents			
	· Formative and summative assessments			
	· P-12 learner work samples			
<b>Possible</b>	<b>Exceeds/Meets Expectations</b>		<b>Emerging/ Does Not Meet Expectations</b>	

<b>Evidence:</b>	<b>Exceeds Expectations:</b>		<ul style="list-style-type: none"> <li>Relies heavily on publisher generated test banks and assessments</li> </ul>	
	<ul style="list-style-type: none"> <li>Consistently uses multiple assessment formats)</li> </ul>		<ul style="list-style-type: none"> <li>Assessments are not aligned to what was taught</li> </ul>	
	<ul style="list-style-type: none"> <li>Performs pre-assessments to determine previous knowledge (NOTE: may be conducted in collaboration with mentor teacher)</li> </ul>		<ul style="list-style-type: none"> <li>Assessments are not appropriate for age and/or grade level</li> </ul>	
	<b>Meets Expectations:</b>		<ul style="list-style-type: none"> <li>Inadequate data collected to discern student growth</li> </ul>	
	<ul style="list-style-type: none"> <li>Incorporates a balance of publisher and teacher-made assessments</li> </ul>			
	<ul style="list-style-type: none"> <li>Pre-submitted assessments were aligned to lesson content</li> </ul>			
	<ul style="list-style-type: none"> <li>Assessments are referenced in daily procedures</li> </ul>			
<ul style="list-style-type: none"> <li>Student teacher can inform learners the “hows and whys” of formative assessment, and where the class is in the learning process</li> </ul>				
<b>Item</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Emerging</b>	<b>Does Not Meet Expectations</b>
	<b>(3 points)</b>	<b>(2 points)</b>	<b>(1 point)</b>	<b>(0 points)</b>
<b>Analysis of Teaching</b>				
<b>M. Connections to Research and Theory</b>	Discusses, provides evidence of, and justifies connections to educational <b>research and/or theory</b>	Discusses and provides evidence of connections to educational <b>research and/or theory</b>	Mentions connections to educational <b>research and/or theory</b>	No connections OR inaccurate connections to educational <b>research and/or theory</b>
CAEP 1.2	AND			
	Uses research and/or theory to explain their P-12 learners’ progress			
<b>Sources of Evidence:</b>	<ul style="list-style-type: none"> <li>Pre/post observation conferences</li> </ul>			
	<ul style="list-style-type: none"> <li>Reflections (written or oral) on lessons</li> </ul>			
	<ul style="list-style-type: none"> <li>Teaching journals</li> </ul>			
	<ul style="list-style-type: none"> <li>Cumulative planning documents</li> </ul>			
	<ul style="list-style-type: none"> <li>Appropriate citations for research and theory</li> </ul>			
	<ul style="list-style-type: none"> <li>Student learning objectives (in written lesson plans)</li> </ul>			
	<ul style="list-style-type: none"> <li>Connections between methodology and research/theory</li> </ul>			
	<ul style="list-style-type: none"> <li>Note: The candidate is not expected to mention/discuss/justify connections to research and theory while teaching (i.e., they are not expected to make those concepts explicit to K-12 learners).</li> </ul>			
<b>Possible Evidence:</b>	<b>Exceeds/Meets Expectations</b>		<b>Emerging/ Does Not Meet Expectations</b>	
	<b>Exceeds Expectations:</b>		<b>Emerging:</b>	
	The student teacher: <ul style="list-style-type: none"> <li>makes multiple and specific references to theory and research to support why a task was chosen, how an assessment is appropriate/aligns to instruction, etc.</li> </ul>		<ul style="list-style-type: none"> <li>Connections are grade/developmental level appropriate</li> </ul> The student teacher:	

	<ul style="list-style-type: none"> <li>· is able to go “in-depth” about the relationship between research/theory and their teaching (i.e., they are able to discuss applications and rationales in depth)</li> </ul>		<ul style="list-style-type: none"> <li>· consistently refers to only one general connection, or s/he relays the same connection within multiple lessons</li> </ul>	
	<b>Meets Expectations:</b>		<ul style="list-style-type: none"> <li>· is a “name dropper” of theorists and researchers, but cannot articulate how his/her teaching integrates concepts from research and theory</li> </ul>	
	The student teacher can:		<b>Does not Meet:</b>	
	<ul style="list-style-type: none"> <li>· use theory and research to support why a task was chosen, how an assessment is appropriate/aligns to instruction</li> <li>· elaborate on their teaching/assessment practices referring to specific research-based strategies/methods (e.g., “When I was doing X in the classroom, it was based on Y’s research-based method.”)</li> </ul>		<ul style="list-style-type: none"> <li>· Student teacher makes no attempt to draw connections to research and theory</li> </ul>	
<b>Item</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Emerging</b>	<b>Does Not Meet Expectations</b>
	<b>(3 points)</b>	<b>(2 points)</b>	<b>(1 point)</b>	<b>(0 points)</b>
<b>Professional Commitment and Behaviors</b>				
<b>N. Participates in Professional Development (PD)</b>	Participates in at least one <b>professional development</b> opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization)	Participates in at least one <b>professional development</b> opportunity (e.g. workshop, seminar, attending a professional conference)	Participates in at least one <b>professional development</b> opportunity (e.g. workshop, seminar, attending a professional conference)	Does not participate in any <b>professional development</b> opportunity (e.g. workshop, seminar, attending a professional conference)
	AND	AND		
	Provides evidence of an increased understanding of the teaching profession as a result of the PD	Provides evidence of an increased understanding of the teaching profession as a result of the PD		
	AND			
	Reflects on own professional practice with evidence of application of the knowledge acquired from <b>PD</b> during student teaching			
<b>Sources of Evidence:</b>	<ul style="list-style-type: none"> <li>· Certificates of attendance</li> <li>· Materials from conference/meeting</li> <li>· Feedback on learner work samples</li> <li>· Post-conference written reflection/logs</li> </ul>			

	Examples of professional development activities may include: school/district workshops to address individual teacher growth and/or classroom practices and student development; self-assessment and analysis of student learning evidence; webinars; modules (e.g., Battelle for Kids, OLAC, Iris), programs offered by college/university career services office, etc.			
<b>Possible Evidence:</b>	<b>Exceeds/Meets Expectations</b>		<b>Emerging/ Does Not Meet Expectations</b>	
	<b>Exceeds Expectations:</b>		<b>Emerging:</b>	
	<ul style="list-style-type: none"> <li>Student teacher articulates ideas/relevance of professional development and demonstrates how themes from professional development were implemented in practice</li> </ul>		<ul style="list-style-type: none"> <li>Student teacher is unable to articulate learning relevance of PD</li> </ul>	
	<b>Meets Expectations:</b>		<ul style="list-style-type: none"> <li>Professional development opportunity is not connected to field or grade band</li> </ul>	
	<ul style="list-style-type: none"> <li>Articulates main idea/relevance from professional development.</li> </ul>		<b>Does not Meet:</b>	
			<ul style="list-style-type: none"> <li>Does not participate in PD</li> </ul>	
<b>Item</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Emerging</b>	<b>Does Not Meet Expectations</b>
	<b>(3 points)</b>	<b>(2 points)</b>	<b>(1 point)</b>	<b>(0 points)</b>
<b>Professional Commitment and Behaviors</b>				
<b>O. Demonstrates Effective Communication with Parents or Legal Guardians</b>	Provides evidence of <b>communication with parents or legal guardians</b> in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)	Provides evidence of <b>communication with parents or legal guardians</b> in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)	Provides evidence of <b>communication with parents or legal guardians</b> in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)	Does not provide evidence of <b>communication with parents or legal guardians</b>
InTASC 10d	AND	AND		
	Provides information about P-12 learning to <b>parents or legal guardians</b> to promote understanding and academic progress	Provides information about P-12 learning to <b>parents or legal guardians</b> to promote understanding and academic progress		
	AND			
	Interacts with <b>parents or legal guardians</b> in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)			
<b>Sources of Evidence:</b>	<ul style="list-style-type: none"> <li>Introductory letters to parents and families at the beginning of the year</li> <li>Communication through school website or portal</li> </ul>			

	<ul style="list-style-type: none"> <li>· Communication notebook</li> <li>· School Events and functions (e.g. Math Night, Science Fair, Pi Day, Band Performance)</li> <li>· Conversations with and/or documentation from the mentor teacher</li> <li>· Note: Not all school districts allow student teachers to communicate directly with parents. Acceptable evidence includes communications the student teacher drafts, but are sent by the cooperating teacher/mentor.</li> </ul>			
<b>Possible Evidence:</b>	<b>Exceeds/Meets Expectations</b>		<b>Emerging/ Does Not Meet Expectations</b>	
	<b>Exceeds Expectations:</b>		<ul style="list-style-type: none"> <li>· One-way (singular) informative communications</li> </ul>	
	<ul style="list-style-type: none"> <li>· Uses face to face and written communication</li> </ul>		<ul style="list-style-type: none"> <li>· Relies more on written communication</li> </ul>	
	<ul style="list-style-type: none"> <li>· Ongoing in nature</li> </ul>		<ul style="list-style-type: none"> <li>· Allows cooperating teacher to take all initiative to communicate</li> </ul>	
	<ul style="list-style-type: none"> <li>· Connects communication to the learning of content and promotes connection to the curriculum</li> </ul>		<ul style="list-style-type: none"> <li>· Communications are principally negative in focus (i.e., only when problems arise)</li> </ul>	
	<b>Meets Expectations:</b>		<ul style="list-style-type: none"> <li>· Completes only required communications (e.g., monthly newsletters, permission slips)</li> </ul>	
	<ul style="list-style-type: none"> <li>· Invites two-way communication</li> <li>· Balanced communication (positives and negatives presented)</li> <li>· Timely response to parent/guardian initiated communication</li> <li>· Suggests content/opportunities for communication to cooperating</li> </ul>		<ul style="list-style-type: none"> <li>· Does not respond in a timely manner to parent/guardian inquiries</li> </ul>	
<b>Item</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Emerging</b>	<b>Does Not Meet Expectations</b>
	<b>(3 points)</b>	<b>(2 points)</b>	<b>(1 point)</b>	<b>(0 points)</b>
<b>Professional Commitment and Behaviors</b>				
<b>P. Demonstrates Punctuality</b>	Reports on time or early for daily student teaching	Reports on time for daily student teaching	Inconsistently reports on time for daily student teaching	Does not report on time for student teaching
InTASC 9c	AND	AND	AND/OR	AND/OR
	Additional teacher engagements (e.g., IEPs, teacher committees)	Additional teacher engagements (e.g., IEPs, teacher committees)	Additional teacher engagements (e.g., IEPs, teacher committees)	Additional teacher engagements (e.g., IEPs, teacher committees)
<b>Sources of Evidence:</b>	<ul style="list-style-type: none"> <li>· School placement sign-in sheet (in office)</li> <li>· Student teacher time log</li> <li>· Email/correspondence to stakeholders</li> <li>· School video</li> <li>· Timeliness of submission of documents (lesson plans, grades, reports, IEP documentation, etc.)</li> <li>· Conversations with and/or documentation from the mentor teacher</li> <li>· Note: "Reports on time" includes daily attendance. If a candidate has excessive absences, it is at the discretion of the supervisor or the program policy if the candidate has met expectations for this row.</li> </ul>			
	<b>Exceeds/Meets Expectations</b>		<b>Emerging/ Does Not Meet Expectations</b>	
	<ul style="list-style-type: none"> <li>· Consistent school and student teacher time logs</li> </ul>		<ul style="list-style-type: none"> <li>· Gaps in sign-in data, or lacking confirmation</li> </ul>	
	<ul style="list-style-type: none"> <li>· Timely communication with stakeholders</li> </ul>		<ul style="list-style-type: none"> <li>· Fails to communicate with stakeholders</li> </ul>	
	<ul style="list-style-type: none"> <li>· Timely and orderly submission of documents</li> </ul>		<ul style="list-style-type: none"> <li>· Fails to complete or submit documents</li> </ul>	

Item	Exceeds Expectations	Meets Expectations	Emerging	Does Not Meet Expectations
	(3 points)	(2 points)	(1 point)	(0 points)
<b>Professional Commitment and Behaviors</b>				
<b>Q. Meets Deadlines and Obligations</b>	Meets <b>deadlines and obligations</b> established by the cooperating teacher and/or supervisor	Meets <b>deadlines and obligations</b> established by the cooperating teacher and/or supervisor	Most of the time meets <b>deadlines and obligations</b> established by the cooperating teacher and/or supervisor	Frequently misses <b>deadlines or obligations</b> established by the cooperating teacher and/or supervisor
InTASC 9o	AND	AND	AND	AND/OR
	Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence	Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence	Informs some stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence	Does not inform stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence
	AND	AND	AND	AND/OR
	Provides clear and complete directions and lessons for substitutes/cooperating teacher without reminders	Provides clear and complete directions and lessons for substitutes/cooperating teacher	Provides incomplete directions and lessons for substitutes/ cooperating teacher	Does not provide directions and lessons for substitutes/cooperating teacher
<b>Sources of Evidence:</b>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Substitute file</li> <li>• Assignments/materials provided to cooperating teacher when requested</li> <li>• Calls, emails, text messages to inform of absence</li> <li>• Conversations with and/or documentation from the mentor teacher</li> </ul>			
<b>Possible Evidence:</b>	<b>Exceeds/Meets Expectations</b>		<b>Emerging/ Does Not Meet Expectations</b>	
	<b>Exceeds Expectations:</b>		<ul style="list-style-type: none"> <li>• No or inadequate plans provided (e.g., plans tell sub to have students read)</li> </ul>	
	<ul style="list-style-type: none"> <li>• Evidence of preparation in place for unpredicted absence days (e.g., a sub folder ready for unexpected absences)</li> </ul>		<ul style="list-style-type: none"> <li>• Deadlines not met (grades turned in late, no notification of absences)</li> </ul>	
	<b>Meets Expectations:</b>		<ul style="list-style-type: none"> <li>• Notification of absence occurs at last minute, after school day starts, or at an untimely time</li> </ul>	
	<ul style="list-style-type: none"> <li>• Teacher call log</li> </ul>			
	<ul style="list-style-type: none"> <li>• Signs in at school front desk daily</li> </ul>			
	<ul style="list-style-type: none"> <li>• Teacher candidate submits weekly plans to cooperating teacher by deadline</li> </ul>			
	<ul style="list-style-type: none"> <li>• Follows university and district policy about absence notice (at minimum the district policy)</li> </ul>			
	<ul style="list-style-type: none"> <li>• Sub plans include detailed explanations about dates/assignments</li> </ul>			

Item	Exceeds Expectations	Meets Expectations	Emerging	Does Not Meet Expectations
	(3 points)	(2 points)	(1 point)	(0 points)
<b>Professional Commitment and Behaviors</b>				
<b>R. Preparation</b>	<b>Prepared</b> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)	<b>Prepared</b> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)	Not consistently <b>prepared</b> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)	Not <b>prepared</b> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)
InTASC 3d	AND	AND	AND/OR	AND/OR
	Materials are easily accessible AND organized	Materials are easily accessible AND organized	Materials are easily accessible OR organized	Materials are not organized NOR easily accessible
	AND			
	Prepared for the unexpected and flexible			
<b>Sources of Evidence:</b>	<ul style="list-style-type: none"> <li>· Lesson plans</li> <li>· Manipulatives</li> <li>· Handouts</li> <li>· Resources</li> <li>· Observations of teaching</li> <li>· Substitute file</li> <li>· Conversations with and/or documentation from the mentor teacher</li> </ul>			
<b>Possible Evidence:</b>	<b>Exceeds/Meets Expectations</b>		<b>Emerging/ Does Not Meet Expectations</b>	
	<b>Exceeds Expectations:</b>		<ul style="list-style-type: none"> <li>· Student teacher searches for materials</li> </ul>	
	<ul style="list-style-type: none"> <li>· Has a “Plan B” – additional activities are prepared and ready if lesson ends early</li> </ul>		<ul style="list-style-type: none"> <li>· Limited directions posted for teacher/learners (advanced organizers)</li> </ul>	
	<b>Meets Expectations</b>		<ul style="list-style-type: none"> <li>· Classroom is disorganized and chaotic</li> </ul>	
	<ul style="list-style-type: none"> <li>· Materials are easily accessible</li> </ul>		<ul style="list-style-type: none"> <li>· Excess time during class where learners are not engaged in productive, academic tasks</li> </ul>	
	<ul style="list-style-type: none"> <li>· Agenda/advanced organizer on the board</li> </ul>		<ul style="list-style-type: none"> <li>· If resources/materials are not available or not functioning, teacher is unable to describe or proceed</li> </ul>	
	<ul style="list-style-type: none"> <li>· Classroom is organized and orderly</li> </ul>			
	<ul style="list-style-type: none"> <li>· Materials are prepared and easily located</li> </ul>			
	<ul style="list-style-type: none"> <li>· All materials distributed/shown to students are free from spelling and/or grammatical errors</li> </ul>			

Item	Exceeds Expectations	Meets Expectations	Emerging	Does Not Meet Expectations
	(3 points)	(2 points)	(1 point)	(0 points)
<b>Professional Relationships</b>				
<b>S. Collaboration</b>	Demonstrates <b>collaborative</b> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	Demonstrates <b>collaborative</b> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	Demonstrates <b>collaborative</b> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	Does not demonstrate <b>collaborative</b> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)
InTASC 10b	AND	AND		
	Works with and learns from colleagues in planning and implementing instruction to meet diverse needs of learners	Attempts to work with and learn from colleagues in planning and implementing instruction		
<b>Sources of Evidence:</b>	<ul style="list-style-type: none"> <li>· Observed behavior</li> <li>o Interactions observed between teacher candidate and cooperating teacher</li> <li>· Reports of behavior from other teachers and/or principals</li> <li>· Conversations during post-observation and three-way conferences</li> <li>· Conversations with and/or documentation from the mentor teacher</li> </ul>			
<b>Possible Evidence:</b>	<b>Exceeds/Meets Expectations</b>		<b>Emerging/ Does Not Meet Expectations</b>	
	<b>Exceeds Expectations:</b>		<b>Emerging:</b>	
	The student teacher:		• The student teacher responds to requests for collaborations (i.e., collaborations initiated by others)	
	<ul style="list-style-type: none"> <li>· plans for collaborations</li> <li>· can describe ways they have partnered with others</li> <li>· can articulate how and what they have learned from others</li> </ul>		<b>Does not meet:</b>	
	<b>Meets Expectations:</b>		The student teacher:	
	The student teacher:		<ul style="list-style-type: none"> <li>· makes no effort to connect with other professionals</li> <li>· exhibits passive behaviors, e.g. does not follow through with establishing relationships</li> <li>· displays evidence of disrespect, e.g.:</li> </ul>	
	<ul style="list-style-type: none"> <li>· is able to name specific individuals with whom s/he has collaborated</li> </ul>		o Rolling of eyes	
	<ul style="list-style-type: none"> <li>· exemplifies behaviors of a “strong school citizen”</li> <li>· can appropriately describe the roles of other professionals</li> </ul>		<ul style="list-style-type: none"> <li>o Disregarding cooperating teacher feedback</li> <li>o Complaining</li> </ul>	

Item	Exceeds Expectations	Meets Expectations	Emerging	Does Not Meet Expectations
	(3 points)	(2 points)	(1 point)	(0 points)
<b>Professional Relationships</b>				
<b>T. Advocacy to Meet the Needs of Learners or for the Teaching Profession</b>	Recognizes and articulates specific areas in need of <b>advocacy</b> , including the	Recognizes and articulates specific areas in need of <b>advocacy</b> , including the	Recognizes areas in need of <b>advocacy</b> , but cannot articulate the	Does not recognize areas in need of <b>advocacy</b> , including the
	1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities)	1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities)	1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities)	1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities)
InTASC 10j	OR	OR	OR	OR
	2. Needs of the <b>teaching profession</b> (e.g. technology integration, research-based practices)	2. Needs of the <b>teaching profession</b> (e.g. technology integration, research-based practices)	2. Needs of the <b>teaching profession</b> (e.g. technology integration, research-based practices)	2. Needs of the <b>teaching profession</b> (e.g. technology integration, research-based practices)
	AND			
	Takes action(s) based upon identified needs, while following district protocols			
<b>Sources of Evidence:</b>	Advocating for and advancing students' best interests regarding:			
	- Academic needs		- Physical needs (e.g. glasses, coats, lunch)	- Equitable opportunities
	- Emotional needs (e.g. mental health)		- Social needs (e.g. skill deficits, bullying)	
	- Cultural needs		- Adequate Resources (e.g. technology)	
	Advocating for the profession by:			
	- Attending professional development (e.g. support for teacher's use of technology)		- Appropriate use of technology	
	- Documentation of sources		- Respectful use of social media	- Social justice
- Communicating with mentor teacher, intervention specialist, or other community or school personnel (e.g. social worker, probation officer)				
<b>Possible Evidence:</b>	<b>Exceeds/Meets Expectations</b>		<b>Emerging/ Does Not Meet Expectations</b>	
	<b>Exceeds Expectations:</b>		· There is an obvious need for a learner and candidate does not recognize or discuss it with others	
	· Evidence of proactive (instead of reactive) thinking and actions		· Does not engage in fact-finding, readings related to areas of need, or does not know appropriate resources to consult	
	· Works with/through mentor to advocate for needs of students/the teaching profession			
	<b>Meets Expectations:</b>			
· Reactive thinking and actions				

	<ul style="list-style-type: none"> <li>Engages in discussions with other professionals in the building about the needs of the learners (i.e., speaking with the School Nurse about vision screening, School Counselor related to mental health needs, etc.)</li> </ul>			
	<ul style="list-style-type: none"> <li>Collects information related to perceived areas of need (i.e., reading news articles/research studies to support actions for the area of need, referencing the applicable laws)</li> </ul>			
<b>Item</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Emerging</b>	<b>Does Not Meet Expectations</b>
	<b>(3 points)</b>	<b>(2 points)</b>	<b>(1 point)</b>	<b>(0 points)</b>
<b>Critical Thinking and Reflective Practice</b>				
<b>U. Responds Positively to Feedback and Constructive Criticism</b>	Is receptive to <b>feedback, constructive criticism</b> , supervision, and responds professionally	Is receptive to <b>feedback, constructive criticism</b> , supervision, and responds professionally	Is receptive to <b>feedback, constructive criticism</b> , and supervision	Is not receptive to <b>feedback, constructive criticism</b> , and supervision
	AND	AND	AND/OR	AND/OR
InTASC 9n	Incorporates <b>feedback</b> (e.g., from cooperating teacher, university supervisor) to improve practice	Incorporates <b>feedback</b> (e.g., from cooperating teacher, university supervisor) to improve practice	Incorporates <b>feedback</b> inconsistently	Does not incorporate <b>feedback</b>
	AND			
	Proactively seeks opportunities for <b>feedback</b> from other professionals			
<b>Sources of Evidence:</b>	<ul style="list-style-type: none"> <li>Observation of teaching</li> </ul>			
	<ul style="list-style-type: none"> <li>Pre/post observation conferences</li> </ul>			
	<ul style="list-style-type: none"> <li>Conversations with and/or documentation from the mentor teacher</li> </ul>			
<b>Possible Evidence:</b>	<b>Exceeds/Meets Expectations</b>		<b>Emerging/ Does Not Meet Expectations</b>	
	<b>Exceeds Expectations:</b>		<b>Emerging:</b>	
	<ul style="list-style-type: none"> <li>Seeks opportunities for feedback from others</li> </ul>		<ul style="list-style-type: none"> <li>May immediately incorporate feedback, but reverts to prior behavior/practice</li> </ul>	
	<ul style="list-style-type: none"> <li>Incorporates feedback in a timely manner (next opportunity) without reminders.</li> </ul>		<ul style="list-style-type: none"> <li>Lacks timeliness (incorporates <b>feedback</b> inconsistently)</li> </ul>	
	<b>Meets Expectations:</b>		<b>Does not Meet:</b>	
<ul style="list-style-type: none"> <li>Welcoming of, and grateful for, feedback offered by others</li> </ul>		<ul style="list-style-type: none"> <li>Student teacher demonstrates negative attitudes, resistance, and/or defensiveness toward feedback</li> </ul>		
		<ul style="list-style-type: none"> <li>No effort is made to incorporate feedback</li> </ul>		

**The following indicators (V and W) are not part of the CPAST. Source: Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching 2nd ed.* Alexandria: Association for Supervision and Curriculum Development.**

Item	Exceeds Expectations	Meets Expectations	Emerging	Does Not Meet Expectations
	(3 points)	(2 points)	(1 point)	(0 points)
<b>Classroom Management</b>				
<b>Managing Classroom Procedures</b>	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	Much instructional time is lost due to inefficient classroom routine and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.
<b>Managing Student Behavior</b>	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student's misbehavior is sensitive to individual student needs and respects students' dignity.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.

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

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

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

Common Lesson Plan Rubric	Below Basic/Needs Work	Basic/Developing	Proficient/Competent	Advanced/Excellent
	1	2	3	4
Lesson Reflection: Successes	Fails to adequately identify, describe, or explain successful teaching strategies and provides no supporting evidence.	Identifies, describes, and explains only one successful teaching strategy and/or provides only minimal supporting evidence for why it was effective.	Identifies, describes, and explains two successful teaching strategies and/or provides supporting evidence for why they were effective.	Identifies, describes, and explains more than two relevant successful teaching strategies and provides detailed supporting evidence for why they were effective.
Lesson Reflection: Challenges	Fails to adequately identify, describe, or explain challenges encountered throughout lesson.	Identifies and describes only one challenge encountered throughout the lesson.	Identifies and describes two challenges encountered throughout the lesson.	Identifies and describes more than two challenges encountered throughout lesson.
Lesson Reflection: Improvements	Fails to identify and describe an idea for redesigning the lesson and/or provides no details to support the redesign.	Identifies and describes one idea for redesigning the lesson and provides very minimal details to support the redesign.	Identifies and describes two ideas for redesigning the lesson and provides details to support the redesign.	Identifies and describes more than two significant ideas for redesigning the lesson and provides full details to support the redesign.

Technology Rubric	Below Basic/Needs Work	Basic/Developing	Proficient/Competent	Advanced/Excellent
	1	2	3	4

**1. FACILITATE AND INSPIRE STUDENT LEARNING AND CREATIVITY**

Candidates use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.	Candidate does not support creative thinking and inventiveness using digital tools and resources.	Candidate attempts to support creative thinking and inventiveness using digital tools and resources.	Candidate successfully supports creative thinking and inventiveness using digital tools and resources.	Candidate actively engages all students in creative and innovative thinking using digital tools and resources.
	Candidate does not use technology, or technology does not support student learning.	Candidate begins to use technology to support student learning.	Candidate uses technology to engage students in learning with reasonable success.	Candidate uses technology to successfully engage all students in learning.

Technology Rubric	Below Basic/Needs Work	Basic/Developing	Proficient/Competent	Advanced/Excellent
	1	2	3	4
<b>2. DESIGN AND DEVELOP DIGITAL-AGE LEARNING EXPERIENCES</b>				
Candidates design and develop authentic learning incorporating contemporary tools and resources to maximize content learning in context.	Candidate does not implement authentic learning experiences that incorporate digital tools and resources.	Candidate implements authentic learning experiences that incorporate digital tools and resources, but with limited success.	Candidate successfully implements authentic learning experiences that incorporate digital tools and resources.	Candidate designs and successfully implements authentic learning experiences that incorporate digital tools and resources.
<b>3. MODEL DIGITAL-AGE WORK AND LEARNING</b>				
Candidates exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.	Candidate does not demonstrate use of technology systems or information resources.	Candidate demonstrates ineffective use of technology systems and information resources.	Candidate demonstrates adequate use of technology systems and information.	Candidate demonstrates highly competent use of technology systems and information resources.
	Candidate does not communicate information and ideas to students, guardians, and/or peers using technology.	Candidate ineffectively communicates information and ideas to students, guardians, and/or peers using technology.	Candidate effectively communicates relevant information and ideas to students, guardians, and/or peers using technology.	Candidate effectively communicates relevant information and ideas to students, guardians, and/or peers using a variety of technological formats.
<b>4. PROMOTE AND MODEL DIGITAL CITIZENSHIP AND RESPONSIBILITY</b>				
Candidates understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.	Candidate does not promote responsible social interactions related to the use of technology and information.	With limited success, the candidate promotes responsible social interactions related to the use of technology and information.	Candidate successfully promotes responsible social interactions related to the use of technology and information.	Candidate successfully models and promotes responsible social interactions related to the use of technology and information.

Technology Rubric	Below Basic/Needs Work	Basic/Developing	Proficient/Competent	Advanced/Excellent
	1	2	3	4
<b>5. ENGAGE IN PROFESSIONAL GROWTH AND LEADERSHIP</b>				
Candidates continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.	Candidate plans learning experiences that are not supported by a relevant learning theory or educational technology.	Candidate plans learning experiences that are inadequately supported by a learning theory or educational technology practice.	Candidate plans learning experiences that are supported by at least one relevant learning theory or educational technology practice.	Candidate plans learning experiences that are supported by more than one relevant learning theory or educational technology practice.
	Candidate does not attempt to promote the use of digital tools and resources.	Candidate exhibits emerging leadership by attempting to promote the use of digital tools and resources.	Candidate exhibits leadership by effectively promoting the use of digital tools and resources.	Candidate exhibits leadership by effectively promoting and demonstrating the use of digital tools and resources.