

Pacific University Oregon



COLLEGE OF EDUCATION:

SCHOOL OF LEARNING AND TEACHING

CAEP EPP ANNUAL REPORT FOR 2015-16 ACADEMIC YEAR

APRIL 14, 2017

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CAEP EPP ANNUAL REPORT FOR 2015-16 ACADEMIC YEAR

What should teaching and learning look, sound and feel like in the 21st century and beyond?

What is the cutting-edge research and practice in speech-language pathology?

How can practitioners, teachers and leaders be interconnected locally and globally?

These are the kinds of questions that we need to be asking as a society — and that we explore in the Pacific University College of Education.

Our goal is to design learning experiences that are real-world focused, rigorous, practice-based, and personally meaningful. We pride ourselves on developing teachers, school leaders and speech-language pathologists who are profoundly skilled at what they do and who are prepared to help define what the future should be.

We have two schools within the College of Education: the School of Communication Sciences and Disorders and the School of Learning and Teaching.

The School of Communication Sciences and Disorders offers a Master of Science degree in speech-language pathology. The program has been awarded candidacy by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association. CSD also offers an undergraduate minor in communication sciences and disorders, as well as a post-baccalaureate prerequisite sequence for those preparing for the master's program.

The School of Learning and Teaching offers undergraduate education major and licensure programs, as well as programs leading to master's degrees, and non-degree programs for teachers who wish to add endorsements and/or authorizations to existing licenses. The majority of students seek an Oregon Initial Teaching License through one of these programs, which are offered at Pacific's campuses in Eugene, Woodburn and Forest Grove. Our licensure programs are Council for the Accreditation of Educator Preparation accredited.

Pacific professors actively work with school district partners around Oregon, particularly those close to our Eugene, Woodburn and Forest Grove campuses.



As we seek to meet the needs of a rapidly changing world, we also partner with many organizations. We are institutional members of the American Association for Colleges of Teacher Education, Oregon Latino Administrators Association, the Oregon Independent College Association, the Oregon Association of Teacher Educators, and founding partners of the Lane County Teacher Pathways program.

Our faculty members are leaders in many state and national discipline-based organizations: International Reading Association, National Council of Teachers of Mathematics, National Council for the Social Studies, National Association for the Education of Young Children, National Association for Gifted Children, National Association of Special Education Teachers, American Educational Research Association, and International Society for Technology in Education

Everything begins with a great teacher, and you can be assured that, if you join us, you will be immersed in a group of experienced, vibrant, thoughtful, and talented faculty members who will coach and mentor you along the way to be the kind of teacher, school leader or speech-language pathologist that the world needs and that you want to be.

Dr. Leif Gustavson
Dean, College of Education

Council for the Accreditation of Educator Preparation (CAEP) Annual Report for
Pacific University College of Education

Basic Information:

Pacific University College of Education
2043 College Way
Forest Grove, OR 97116
Phone: 503-352-1437
Fax: 503-352-1463
Website: www.pacificu.edu/coe

EPP Characteristics & Affiliations:

Teacher Preparation Levels

Currently offering initial teacher preparation programs: Yes
Currently offering advanced educator preparation programs: Yes

EPP Type

IHE-ST—Institution of Higher Education: State/Regional

Religious Affiliations

Undenominational

Language of Instruction

English

Institutional Accreditation (Affiliations)

Other: Northwest Commission on Colleges and Universities (NWCCU)

Branch Campuses/Sites

Eugene Campus: 40 E. Broadway, Suite 250, Eugene, OR 97401
Forest Grove Campus: 2043 College Way, Forest Grove, OR 97116
Woodburn Campus: 124 W. Lincoln St., Woodburn, OR 97017

Individual Contact Information:

CEO Name: Dr. Lesley Hallick | hallick@pacificu.edu | 503-352-2205

EPP Head Name: Dr. Leif Gustavson, Dean | gustavson@pacificu.edu | 503-352-1431

1st CAEP Coordinator: Dr. Kevin Carr, Director | kcarr@pacificu.edu | 503-352-1443

2nd CAEP Coordinator: Ms. Jennifer Bridgewater | bridgewater@pacificu.edu | 503-352-1433

Program Options:

Advanced Programs

Pacific University's Advanced Programs are organized in such a way that candidates have a variety of choices. Candidates with a bachelor's degree in education can earn a Master of Education degree with core content and a specialization: reading specialist, teaching English to Speakers of Other Languages (ESOL), talented and gifted, technology, special education, or curriculum and instruction. Candidates already holding a master's degree and a license can complete these specializations and/or add other endorsements as a non-degree student.

Education and Learning

The Bachelor of Arts in Education and Learning program for preliminary licensure in Elementary Multiple Subjects or Special Education: Generalist includes a sequence of foundational courses, specific methodology courses in core multiple subjects or special education content, general methods courses, field experience, and a culminating 18-week student teaching experience. Students complete experiences at two focused experiences: early childhood/elementary, elementary/middle and Pk-12 Special Education (academic and functional experiences). All candidates must take and pass the content area tests appropriate to their endorsement. Candidates for the multiple subjects endorsement take the NES Elementary Education Subtest I and Subtest II tests and candidates for the Special Education endorsement take the NES Special Education test as required for the Oregon Preliminary Teaching License. Those pursuing a middle grades single subject endorsement must also take and pass at least one of the four core middle-level subject exams: basic math, social studies, science, and language arts. As an alternative, middle-level endorsement candidates can meet the middle level subject areas by taking and passing one of the exams required to teach at the high school level. All program completers must also complete the state required Protecting Student and Civil Rights in the Educational Environment and the edTPA.

Elementary Education and English Language Learning

Bachelor of Education (B.Ed.) -- Elementary Education and English Language Learning is offered at two Pacific University campuses (Eugene and Woodburn) during the fall, spring, and summer semesters. The B.Ed. -Elementary Education and English Language Learning program is a full-time cohort program consisting of daytime courses, clinical fieldwork, and student teaching. All B.Ed.- Elementary Education and English Language Learning candidates complete 18 weeks of full-time student teaching. Candidates take and pass the NES Elementary Education Subtest I, Subtest II and ESOL content exams prior to completing their program. The Bachelor of Education (B.Ed.) -- Elementary Education and English Language Learning program allows candidates to be authorized to teach at P-12 in multiple subjects or ESOL endorsement areas. All program completers must also complete the state required Protecting Student and Civil Rights in the Educational Environment and the edTPA.

Master of Arts in Teaching

Master of Arts in Teaching (MAT) programs are offered at three Pacific University campuses (Eugene, Forest Grove and Woodburn) during the fall, spring, and summer semesters. The MAT/5th Year format is a full-time cohort program consisting of coursework and clinical practice. The MAT/Flex format, also a cohort model, offers courses in the evening and weekends and is suitable for part-time students with family or employment obligations. All MAT candidates complete a minimum of 18 weeks of full-time student teaching. The Master of Arts in Teaching program prepares candidates to teach P-12 students with endorsement(s) in one or more specialty areas (e.g., elementary multiple subjects, single subject content areas, ESOL, etc.). All program completers must also complete the state required Protecting Student and Civil Rights in the Educational Environment and the edTPA.

Master of Arts in Teaching – Special Education

Master of Arts in Teaching (MAT) -- Special Education is offered at two Pacific University campuses (Eugene and Forest Grove) during the fall, spring, and summer semesters. The MAT-Special Education program is a part-time cohort program consisting of coursework and clinical practice. All MAT-Special Education candidates complete 18 weeks of full-time student teaching. Candidates take and pass the special education content exam prior to completing their program. The Master of Arts in Teaching--Special Education program prepares candidates to teach P-12 students.. All program completers must also complete the state required Protecting Student and Civil Rights in the Educational Environment and the edTPA.

Faculty Information:

Mark Bailey, PhD

Degree: PhD, Educational Psychology, University of Wisconsin-Madison

Major: Human Development

Minor: Curriculum & Instruction

Assignment: Coordinator of MAT ECE/ELEM program for Forest Grove campus; Director of the Child Learning & Development Center; teaches developmental psychology, ECE/ELEM methods, general methods; supervises student teachers

Faculty Rank: Professor – Tenured

Kevin Carr, PhD

Degree: PhD, Science Education, University of Idaho

Assignment: Director and Coordinator of the MAT STEM program at the Woodburn campus; Coordinates the National Science Foundation Noyce Scholarship program; teaches science education courses; supervises student teachers
Faculty Rank: Professor - Tenured

Mike Charles, PhD

Degree: PhD, Curriculum & Instruction with emphasis in Educational Media and Computers, Arizona State University
Assignment: Coordinates the Bachelor of Arts Education & Learning program at the Forest Grove campus. Teaches technology, math and science methods and foundation courses; supervises student teachers
Faculty Rank: Professor – Tenured

Leif Gustavson, PhD

Degree: PhD, Education, University of Pennsylvania
Assignment: Dean, College of Education
Faculty Rank: Professor

Daniel Kirk, PhD

PhD, Education, University of Georgia
Assignment: Director of Forest Grove campus School of Learning and Teaching
Faculty Rank: Associate Professor

Donna Kalmbach-Phillips, PhD

Degree: PhD, Education, Oregon State University
Assignment: Woodburn B.Ed. program coordinator; teaches research courses to undergraduate students and language arts and reading courses to graduate students; supervises student teachers
Faculty Rank: Professor - Tenured

Rebecca Lynn, EdD

Degree: EdD, Educational Leadership: Curriculum & Instruction, Portland State University
Assignment: Eugene campus Special Education Program Coordinator; teaches language acquisition to undergraduates and special education courses to graduate students on the Eugene campus; supervises student teachers
Faculty Rank: Associate Professor

Ann Matschiner, MST

Degree: Master of Science + Administrative License; Special Education, Portland State University

Assignment: Program Coordinator for the MAT Secondary Program; Program Coordinator for the MED Visual Function in Learning program at the Forest Grove Campus; Program Coordinator for the Talented and Gifted Specialization program for both the Eugene and Forest Grove campuses; Teaches general methods, talented and gifted, and classroom management courses; supervises student teachers

Faculty Rank: Assistant Professor – Extended Term

Christine Macfarlane, PhD

Degree: PhD, Special Education and Educational Technology, Utah State University

Assignment: Forest Grove Campus Special Education Program Coordinator; teaches special education courses to undergraduate and graduate students on the Forest Grove campus; supervises student teachers

Anil Oommen, MAT

Degree: MAT, Early Childhood and Elementary Education, Pacific University

Assignment: Eugene B.Ed. program coordinator. Teaches reading and language arts to undergraduate students; teaches ESOL and Reading endorsement courses to graduate students; supervises student teachers

Faculty Rank: Assistant Professor

Richard Paxton, PhD

Degree: PhD, Educational Psychology, University of Washington

Assignment: Teaches foundation, educational psychology, and social studies special methods courses to undergraduate and graduate students on the Forest Grove campus; supervises student teachers

Faculty Rank: Professor - Tenured

Mark Seals, PhD

Degree: PhD, Science Education, Purdue University

Assignment: Director of Eugene campus School of Learning and Teaching

Faculty Rank: Professor

Mark Szymanski, PhD

Degree: PhD, Educational Psychology with specialty in cognitive science and instruction, University of Wisconsin-Madison

Assignment: Teaches developmental psychology and technology courses to undergraduate and graduate students at the Eugene campus; supervises student teachers

Faculty Rank: Professor – Tenured

Karren Timmermans, PhD

Degree: PhD, Early Childhood, Families & Literacy, University of North Carolina
Assignment: Program Coordinator for ESOL and Reading Specialist programs at the Eugene campus; teaches reading and ESOL courses to undergraduate and graduate students at the Eugene campus; supervises student teachers
Faculty Rank: Associate Professor

Todd Twyman, PhD

Degree: PhD, Educational Leadership with emphasis on Learning Assessment and Systems Performance, University of Oregon
Assignment: Teaches undergraduate and graduate courses in applied human development, research methods, social studies teaching methods, assessment and classroom management courses, supervises student teachers
Faculty Rank: Associate Professor

Anita Zijdemans-Boudreau, PhD

Degree: PhD, Human Development and Learning & Technology, University of Toronto
Assignment: Program Coordinator for MAT Flex program on the Forest Grove Campus; teaches developmental psychology, technology, and general methodology and research classes
Faculty Rank: Associate Professor

2017 EPP Annual Report (for 2015-16 Academic Year)

Section 1: AIMS Profile

1.1 In AIMS, the following information is current and accurate:

- 1.1.1. Contact Persons: Agree Disagree
1.1.2. EPP Characteristics: Agree Disagree
1.1.3. Program Listings: Agree Disagree

Section 2: Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2015-16?

2.1.1. Number of completers in programs leading to initial teacher certification or licensure: 81

2.1.2. Number of completers in advanced programs or programs leading to a degree, endorsement or some other credential that prepares the holder to serve in P-12 schools: 33

Total number of program completers: 114

2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.

Yes, a program (or programs) leading to initial teacher certification is currently being offered.

No, a program (or programs) leading to initial teacher certification is not currently being offered.

Section 3: Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2015-16 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

- Change No Change/Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

- Change No Change/Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

- Change No Change/Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements

- Change No Change/Not Applicable

3.5 Change in regional accreditation status

Change

No Change/Not Applicable

3.6 Change in state program approval

Change

No Change/Not Applicable

Section 4: Display of candidate performance data

Test Scores - Unit Descriptive Statistics

Test		N	Minimum	Maximum	Mean	Std. Deviation
Art (08/10-Present)	Total Scaled Score	2	262.0	287.0	274.5	17.7
	Valid N (listwise)	2				
Biology (08/10-Present)	Total Scaled Score	1	225.0	225.0	225.0	0.0
	Valid N (listwise)	1				
Civil Rights (008) (04/09-Present)	Total Scaled Score	38	265.0	297.0	281.0	8.3
	Valid N (listwise)	38				
Elem Ed I (08/10-Present)	Total Scaled Score	26	202.0	278.0	241.0	20.2
	Valid N (listwise)	26				
Elem Ed II (08/10-09/16)	Total Scaled Score	24	201.0	277.0	240.1	21.3
	Valid N (listwise)	24				
Eng Oth Lang (08/10-Present)	Total Scaled Score	14	218.0	277.0	256.6	15.2
	Valid N (listwise)	14				
English (08/10-Present)	Total Scaled Score	1	268.0	268.0	268.0	0.0
	Valid N (listwise)	1				
General Science (09/11-Present)	Total Scaled Score	6	193.0	241.0	216.0	19.1
	Valid N (listwise)	6				
Health (08/10-Present)	Total Scaled Score	3	243.0	262.0	254.3	10.0
	Valid N (listwise)	3				

Mathematics (08/10-09/16)	Total Scaled Score	1	248.0	248.0	248.0	0.0
	Valid N (listwise)	1				
MG ELA (08/10-Present)	Total Scaled Score	3	252.0	272.0	264.0	10.6
	Valid N (listwise)	3				
MG Math (08/10-09/16)	Total Scaled Score	9	200.0	249.0	225.2	17.8
	Valid N (listwise)	9				
MG Soc Sci (08/10-Present)	Total Scaled Score	1	230.0	230.0	230.0	0.0
	Valid N (listwise)	1				
Phys Ed (08/10-Present)	Total Scaled Score	1	260.0	260.0	260.0	0.0
	Valid N (listwise)	1				
Physics (08/10-Present)	Total Scaled Score	1	271.0	271.0	271.0	0.0
	Valid N (listwise)	1				
Soc Science (08/10-Present)	Total Scaled Score	10	218.0	253.0	237.9	11.1
	Valid N (listwise)	10				
Spec Ed (08/10-Present)	Total Scaled Score	11	202.0	262.0	246.0	18.1
	Valid N (listwise)	11				

Test Scores - by Program Descriptive Statistics

Program	Test	N	Minimum	Maximum	Mean	Std. Deviation
	Valid N (listwise)	2				
	Biology (08/10-Present)	1	225.0	225.0	225.0	0.0
	Valid N (listwise)	1				
	Civil Rights (008) (04/09-Present)	25	265.0	297.0	282.2	8.6
	Valid N (listwise)	25				

	Valid N (listwise)	14				
Elem Ed II (08/10-09/16)	Total Scaled Score	14	201.0	277.0	239.8	24.6
	Valid N (listwise)	14				
Eng Oth Lang (08/10-Present)	Total Scaled Score	13	218.0	277.0	256.5	15.8
	Valid N (listwise)	13				
English (08/10- Present)	Total Scaled Score	1	268.0	268.0	268.0	0.0
	Valid N (listwise)	1				
General Science (09/11-Present)	Total Scaled Score	6	193.0	241.0	216.0	19.1
	Valid N (listwise)	6				
Health (08/10- Present)	Total Scaled Score	3	243.0	262.0	254.3	10.0
	Valid N (listwise)	3				
Mathematics (08/10-09/16)	Total Scaled Score	1	248.0	248.0	248.0	0.0
	Valid N (listwise)	1				
MG ELA (08/10- Present)	Total Scaled Score	3	252.0	272.0	264.0	10.6
	Valid N (listwise)	3				
MG Math (08/10- 09/16)	Total Scaled Score	8	200.0	249.0	228.1	16.6
	Valid N (listwise)	8				
MG Soc Sci (08/10-Present)	Total Scaled Score	1	230.0	230.0	230.0	0.0
	Valid N (listwise)	1				
Phys Ed (08/10- Present)	Total Scaled Score	1	260.0	260.0	260.0	0.0
	Valid N (listwise)	1				
Physics (08/10- Present)	Total Scaled Score	1	271.0	271.0	271.0	0.0
	Valid N (listwise)	1				

	Soc Science (08/10-Present)	Total Scaled Score Valid N (listwise)	10 10	218.0	253.0	237.9	11.1
SPED	Civil Rights (008) (04/09-Present)	Total Scaled Score Valid N (listwise)	5 5	270.0	290.0	279.0	9.1
	Elem Ed I (08/10- Present)	Total Scaled Score Valid N (listwise)	2 2	202.0	235.0	218.5	23.3
	Elem Ed II (08/10-09/16)	Total Scaled Score Valid N (listwise)	2 2	205.0	235.0	220.0	21.2
	Spec Ed (08/10- Present)	Total Scaled Score Valid N (listwise)	11 11	202.0	262.0	246.0	18.1
Undergrad	Civil Rights (008) (04/09-Present)	Total Scaled Score Valid N (listwise)	8 8	269.0	292.0	278.4	7.2
	Elem Ed I (08/10- Present)	Total Scaled Score Valid N (listwise)	10 10	220.0	260.0	238.5	13.2
	Elem Ed II (08/10-09/16)	Total Scaled Score Valid N (listwise)	8 8	228.0	262.0	245.8	12.1
	Eng Oth Lang (08/10-Present)	Total Scaled Score Valid N (listwise)	1 1	258.0	258.0	258.0	0.0

Eugene Campus Teacher Inquiry Project Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
EUG_TIP_CONTEXT_AVE	19	2.0	3.0	2.8	.37
EUG_TIP_PLANNING_AVE	19	2.0	3.0	2.8	.38
EUG_TIP_ASSESSMENT_AVE	19	2.0	3.0	2.8	.43
EUG_TIP_ANALYSIS_AVE	19	2.0	3.0	2.6	.47

EUG_TIP_INTERPRETATION_AVE	19	2.0	3.0	2.5	.48
Valid N (listwise)	19				

Forest Grove Campus Teacher Inquiry Project Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TIP_CONTEXT_AVE	27	3.2	5.0	4.4	.50
TIP_PLANNING_AVE	27	3.2	5.0	4.3	.48
TIP_UNIT_SUMMARY_AVE	27	3.0	5.0	4.3	.54
TIP_FACILITATING_LEARNING_AVE	27	2.7	5.0	4.2	.61
TIP_ANALYSIS_OF_LEARNING	27	2.6	5.0	4.4	.57
TIP_SYNTHESIS_AVE	27	2.6	5.0	4.4	.66
Valid N (listwise)	27				

Eugene Campus Student Teacher Summary Evaluation 1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TSE1_S_LEARNER_DEVELOPMENT_AVE	38	3.0	6.0	4.4	.90
TSE1_M_LEARNER_DEVELOPMENT_AVE	33	3.0	6.0	4.6	.75
TSE1_S_LEARNING_DIFFERENCES_AVE	38	2.5	6.0	4.1	.85
TSE1_M_LEARNING_DIFFERENCES_AVE	33	2.5	6.0	4.3	.95
TSE1_S_LEARNING_ENVIRONMENTS_AVE	38	3.0	6.0	4.5	.80
TSE1_M_LEARNING_ENVIRONMENTS_AVE	33	2.8	6.0	4.6	.78
TSE1_S_CONTENT_KNOWLEDGE_AVE	38	2.6	6.0	4.4	.80
TSE1_M_CONTENT_KNOWLEDGE_AVE	33	3.0	6.0	4.4	.77
TSE1_S_APPLICATION_OF_CONTENT_AVE	37	2.3	6.0	4.2	.95
TSE1_M_APPLICATION_OF_CONTENT_AVE	34	2.6	6.0	4.3	.90
TSE1_S_ASSESSMENT_AVE	38	2.3	6.0	4.4	.81

TSE1_M_ASSESSMENT_AVE	33	3.0	6.0	4.5	.77
TSE1_S_PLANNING_AVE	38	2.5	5.7	4.3	.79
TSE1_M_PLANNING_AVE	33	2.5	5.7	4.4	.82
TSE1_S_INSTRUCTIONAL_STRATEGIES_AVE	38	2.3	6.0	4.2	.87
TSE1_M_INSTRUCTIONAL_STRATEGIES_AVE	34	2.0	6.0	4.2	.94
TSE1_S_PROFESSIONAL_ETHICAL_PRACTICE_AVE	38	3.0	6.0	4.5	.86
TSE1_M_PROFESSIONAL_ETHICAL_PRACTICE_AVE	33	3.0	6.0	4.6	.86
TSE1_S_LEADERSHIP_COLLABORATION_AVE	38	3.0	6.0	4.4	.81
TSE1_M_LEADERSHIP_COLLABORATION_AVE	38	3.0	6.0	4.5	.83
Valid N (listwise)	32				

Eugene and Woodburn Campus Teacher Summary Evaluation 2 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TSE2_S_LEARNER_DEVELOPMENT_AVE	11	4.0	5.5	4.6	.51
TSE2_M_LEARNER_DEVELOPMENT_AVE	11	4.0	5.5	4.5	.52
TSE2_S_LEARNING_DIFFERENCES_AVE	11	3.5	5.0	4.2	.60
TSE2_M_LEARNING_DIFFERENCES_AVE	11	3.0	5.0	4.2	.64
TSE2_S_LEARNING_ENVIRONMENTS_AVE	11	3.8	5.6	4.6	.54
TSE2_M_LEARNING_ENVIRONMENTS_AVE	11	3.4	5.2	4.4	.59
TSE2_S_CONTENT_KNOWLEDGE_AVE	11	3.4	5.2	4.3	.50
TSE2_M_CONTENT_KNOWLEDGE_AVE	11	3.0	5.2	4.2	.63
TSE2_S_APPLICATION_OF_CONTENT_AVE	11	3.6	5.0	4.3	.50
TSE2_M_APPLICATION_OF_CONTENT_AVE	11	2.6	5.0	4.1	.63
TSE2_S_ASSESSMENT_AVE	11	3.3	6.0	4.4	.73

TSE2_M_ASSESSMENT_AVE	11	2.6	6.0	4.3	.85
TSE2_S_PLANNING_AVE	11	3.7	5.0	4.4	.46
TSE2_M_PLANNING_AVE	11	3.2	5.0	4.2	.51
TSE2_S_INSTRUCTIONAL_STRATEGIES_AVE	11	3.3	5.3	4.3	.62
TSE2_M_INSTRUCTIONAL_STRATEGIES_AVE	11	3.0	5.3	4.1	.67
TSE2_S_PROFESSIONAL_ETHICAL_PRACTICE_AVE	11	3.5	5.5	4.4	.53
TSE2_M_PROFESSIONAL_ETHICAL_PRACTICE_AVE	11	3.5	5.5	4.3	.63
TSE2_S_LEADERSHIP_COLLABORATION_AVE	11	3.5	5.5	4.5	.61
TSE2_M_LEADERSHIP_COLLABORATION_AVE	11	3.5	5.0	4.4	.72
Valid N (listwise)	11				

Forest Grove Campus Student Teacher Summary Evaluation 1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TSE1_S_LEARNER_DEVELOPMENT_AVE	43	3.0	6.0	4.4	1.0
TSE1_M_LEARNER_DEVELOPMENT_AVE	47	3.0	6.0	4.3	.97
TSE1_S_LEARNING_DIFFERENCES_AVE	45	3.0	6.0	4.5	.78
TSE1_M_LEARNING_DIFFERENCES_AVE	48	3.2	6.0	4.5	.79
TSE1_S_LEARNING_ENVIRONMENTS_AVE	44	3.2	6.0	4.6	.84
TSE1_M_LEARNING_ENVIRONMENTS_AVE	48	2.7	6.0	4.5	.87
TSE1_S_CONTENT_KNOWLEDGE_AVE	45	3.0	6.0	4.4	.81
TSE1_M_CONTENT_KNOWLEDGE_AVE	48	2.7	6.0	4.4	.86
TSE1_S_APPLICATION_OF_CONTENT_AVE	45	3.0	5.9	4.4	.82
TSE1_M_APPLICATION_OF_CONTENT_AVE	48	2.8	6.0	4.4	.87
TSE1_S_ASSESSMENT_AVE	43	3.0	6.0	4.3	.79
TSE1_M_ASSESSMENT_AVE	47	2.8	6.0	4.4	.86
TSE1_S_PLANNING_AVE	45	3.0	6.0	4.4	.76

TSE1_M_PLANNING_AVE	48	2.7	6.0	4.4	.85
TSE1_S_INSTRUCTIONAL_STRATEGIES_AVE	45	3.0	6.0	4.4	.77
TSE1_M_INSTRUCTIONAL_STRATEGIES_AVE	48	3.0	6.0	4.4	.81
TSE1_S_PROFESSIONAL_ETHICAL_PRACTICE_AVE	43	3.2	6.0	4.9	.84
TSE1_M_PROFESSIONAL_ETHICAL_PRACTICE_AVE	47	2.8	6.0	5.0	.84
TSE1_S_LEADERSHIP_COLLABORATION_AVE	43	3.0	6.0	4.9	.83
TSE1_M_LEADERSHIP_COLLABORATION_AVE	47	2.6	6.0	4.8	.87
Valid N (listwise)	39				

Forest Grove Campus Student Teacher Summary Evaluation 2 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TSE2_S_LEARNER_DEVELOPMENT_AVE	24	3.0	6.0	4.1	.74
TSE2_M_LEARNER_DEVELOPMENT_AVE	27	3.0	6.0	4.2	.91
TSE2_S_LEARNING_DIFFERENCES_AVE	27	3.5	5.5	4.4	.63
TSE2_M_LEARNING_DIFFERENCES_AVE	27	3.0	6.0	4.4	.78
TSE2_S_LEARNING_ENVIRONMENTS_AVE	27	3.1	6.0	4.4	.73
TSE2_M_LEARNING_ENVIRONMENTS_AVE	27	2.2	6.0	4.4	.91
TSE2_S_CONTENT_KNOWLEDGE_AVE	27	3.0	5.7	4.4	.69
TSE2_M_CONTENT_KNOWLEDGE_AVE	27	3.2	6.0	4.5	.74
TSE2_S_APPLICATION_OF_CONTENT_AVE	27	3.0	5.8	4.3	.77
TSE2_M_APPLICATION_OF_CONTENT_AVE	27	3.2	6.3	4.6	.77
TSE2_S_ASSESSMENT_AVE	27	3.0	6.0	4.3	.72
TSE2_M_ASSESSMENT_AVE	27	3.0	6.0	4.5	.82
TSE2_S_PLANNING_AVE	27	3.7	6.0	4.4	.57
TSE2_M_PLANNING_AVE	27	2.7	6.0	4.5	.79
TSE2_S_INSTRUCTIONAL_STRATEGIES_AVE	27	3.5	6.0	4.3	.57

TSE2_M_INSTRUCTIONAL_STRATEGIES_AVE	27	2.5	6.0	4.5	.85
TSE2_S_PROFESSIONAL_ETHICAL_PRACTICE_AVE	27	4.0	6.0	5.0	.72
TSE2_M_PROFESSIONAL_ETHICAL_PRACTICE_AVE	27	3.8	6.0	5.2	.68
TSE2_S_LEADERSHIP_COLLABORATION_AVE	27	3.8	6.0	4.9	.70
TSE2_M_LEADERSHIP_COLLABORATION_AVE	27	3.1	6.0	5.0	.72
Valid N (listwise)	24				

Undergraduate Work Sample Evaluation 1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
WS1_LEARNER_DEVELOPMENT_AVE	3	4.0	5.0	4.6	.57
WS1_LEARNING_DIFFERENCES_AVE	3	5.0	5.0	5.0	.00
WS1_LEARNING_ENVIRONMENTS_AVE	3	4.0	5.0	4.6	.57
WS1_CONTENT_KNOWLEDGE_AVE	3	5.0	5.0	5.0	.00
WS1_APPLICATION_OF_CONTENT_AVE	3	4.0	5.0	4.3	.57
WS1_ASSESSMENT_AVE	3	4.3	5.0	4.6	.34
WS1_PLANNING_AVE	3	5.0	5.0	5.0	.00
WS1_INSTRUCTIONAL_STRATEGIES_AVE	3	4.8	5.0	4.9	.07
WS1_PROFESSIONAL_ETHICAL_PRACTICE_AVE	3	4.6	5.0	4.7	.19
WS1_LEADERSHIP_COLLABORATION_AVE	3	5.0	5.0	5.0	.00
Valid N (listwise)	3				

Undergraduate Work Sample Evaluation 2 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
WS2_LEARNER_DEVELOPMENT_AVE	3	4.0	5.0	4.3	.57
WS2_LEARNING_DIFFERENCES_AVE	3	4.5	4.5	4.5	.00
WS2_LEARNING_ENVIRONMENTS_AVE	3	4.0	5.0	4.3	.57

WS2_CONTENT_KNOWLEDGE_AVE	3	3.5	5.0	4.5	.86
WS2_APPLICATION_OF_CONTENT_AVE	3	3.0	5.0	4.3	1.1
WS2_ASSESSMENT_AVE	3	4.3	4.6	4.4	.19
WS2_PLANNING_AVE	3	5.0	5.0	5.0	.00
WS2_INSTRUCTIONAL_STRATEGIES_AVE	3	4.7	4.8	4.8	.07
WS2_PROFESSIONAL_ETHICAL_PRACTICE_AVE	3	4.3	5.0	4.6	.33
WS2_LEADERSHIP_COLLABORATION_AVE	3	4.0	5.0	4.6	.57
Valid N (listwise)	3				

Special Education Teacher Inquiry Project 1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Home Page	10	2	3	2.6	.51
Section II-A: Rationale	10	2	3	2.8	.42
Section II-B Alignment of Standards & Objectives	10	2	3	2.7	.48
Section II-C: Assessment/Data Collection Plan	10	2	3	2.7	.48
Section II-D: Critical Question	0				
Section II-E: Unit Sequence/Calendar	10	2	3	2.8	.42
Section III-A: Key Points	10	3	3	3.0	.00
Section III-B: Content Relationships	10	2	3	2.8	.42
Section III-C: Individual Difference/Cultural Competence	10	2	3	2.7	.48
Section III-D: Cross-Curricular Integration	10	2	3	2.6	.51
Section III-E: Applications of Technology & Multimedia	10	2	3	2.7	.48
Section IV: Facilitating Learning/Lesson Plans	10	2	3	2.9	.31
Section V: Analysis of Learning	10	2	3	2.7	.48
Resources	10	2	3	2.7	.48

Overall Presentation of Instructional Unit	9	2	3	2.8	.33
Valid N (listwise)	0				

Special Education Teacher Inquiry Project 2 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Home Page	6	2	3	2.6	.51
A. Context & Rationale	6	2	3	2.6	.51
B. & C. Content Standards & Learning Goals	6	2	3	2.6	.51
D. Key Points	6	1	3	2.6	.81
E. Content Relationships	6	2	3	2.8	.40
F. Assessment/Data Collection Plan	5	2	3	2.6	.54
G. Unit Sequence w/Assessment & Lesson Calendar	6	3	3	3.0	.00
H. Lesson Plans	6	2	3	2.8	.40
I. & J. Accommodating Individual Difference	6	2	3	2.8	.40
K. Cross-Curricular Integration	6	1	3	2.5	.83
L. Application of Technology &Multimedia	6	2	3	2.8	.40
M. Communication	6	2	3	2.6	.51
N. O. & P. Analysis of Data & Summative Interpretation	6	2	3	2.6	.51
Q. Overall Reflection of Your Teaching	6	3	3	3.0	.00
R. Resources	6	2	3	2.6	.51
S. Overall Presentation of Site	6	2	3	2.6	.51
Valid N (listwise)	5				

Special Education Undergraduate Work Sample 1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Home Page	3	2	2	2.0	.00
A. Context & Rationale	3	2	2	2.0	.00
B. & C. Content Standards & Learning Goals	3	2	2	2.0	.00
D. Key Points	3	2	3	2.3	.57
E. Content Relationships	3	2	2	2.0	.00
F. Assessment/Data Collection Plan	3	2	3	2.3	.57
G. Unit Sequence w/Assessment & Lesson Calendar	3	2	2	2.0	.00
H. Lesson Plans	3	2	3	2.3	.57
I. & J. Accommodating Individual Difference	3	2	2	2.0	.00
K. Cross-Curricular Integration	3	2	2	2.0	.00
L. Application of Technology & Multimedia	3	2	2	2.0	.00
M. Communication	3	2	3	2.3	.57
N. O. & P. Analysis of Data & Summative Interpretation	3	2	3	2.6	.57
Q. Overall Reflection of Your Teaching	3	2	3	2.6	.57
R. Resources	3	2	2	2.0	.00
S. Overall Presentation of Site	3	2	3	2.3	.57
Valid N (listwise)	3				

Special Education Undergraduate Work Sample 2 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Home Page	3	2	2	2.0	.00
A. Context & Rationale	3	1	2	1.6	.57
B. & C. Content Standards & Learning Goals	3	2	3	2.3	.57

D. Key Points	3	1	2	1.6	.57
E. Content Relationships	3	2	3	2.3	.57
F. Assessment/Data Collection Plan	3	2	3	2.3	.57
G. Unit Sequence w/Assessment & Lesson Calendar	3	2	3	2.3	.57
H. Lesson Plans	3	1	3	2.0	1.0
I. & J. Accommodating Individual Difference	3	2	2	2.0	.00
K. Cross-Curricular Integration	3	2	3	2.3	.57
L. Application of Technology & Multimedia	3	2	2	2.0	.00
M. Communication	3	2	3	2.3	.57
N. O. & P. Analysis of Data & Summative Interpretation	3	1	3	2.3	1.1
Q. Overall Reflection of Your Teaching	3	2	3	2.3	.57
R. Resources	3	2	2	2.0	.00
S. Overall Presentation of Site	3	1	2	1.6	.57
Valid N (listwise)	3				

edTPA Score by Unit Descriptive Statistics

Test	N	Minimum	Maximum	Mean	Std. Deviation
Elementary Education (01/13-Present)	7	36	58	42.7	7.9
	7				
Secondary ELA (03/12-Present)	3	28	47	37.0	9.5
	3				
Secondary HSS (03/12-Present)	2	44	50	47.0	4.2
	2				
	4	33	41	36.7	3.3

Secondary Math (03/12-Present)	Valid N (listwise)	4				
Secondary Science (03/12-Present)	Total Test Score	8	35	53	48.0	5.5
	Valid N (listwise)	8				
Special Education (03/12-Present)	Total Test Score	3	27	48	34.0	12.1
	Valid N (listwise)	3				

edTPA Scores - by Program Descriptive Statistics

Program	Test	N	Minimum	Maximum	Mean	Std. Deviation	
MAT	Elementary Education (01/13-Present)	Total Test Score	2	42	58	50.0	11.3
		Valid N (listwise)	2				
	Secondary ELA (03/12-Present)	Total Test Score	3	28	47	37.0	9.5
		Valid N (listwise)	3				
	Secondary HSS (03/12-Present)	Total Test Score	2	44	50	47.0	4.2
		Valid N (listwise)	2				
Secondary Math (03/12-Present)	Total Test Score	4	33	41	36.7	3.3	
	Valid N (listwise)	4					
Secondary Science (03/12-Present)	Total Test Score	8	35	53	48.0	5.5	
	Valid N (listwise)	8					
SPED	Special Education (03/12-Present)	Total Test Score	3	27	48	34.0	12.1
		Valid N (listwise)	3				
Undergrad	Elementary Education (01/13-Present)	Total Test Score	5	36	48	39.8	5.0
		Valid N (listwise)	5				

Section 5: Not required for 2015-16 Academic Year

Section 6: Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

- 1. The unit has not clearly identified or consistently assessed the dispositions as outlined in the conceptual framework. (ITP) (ADV)**

RESPONSE: For the academic year 2015-2016, we have implemented redesigned student teaching mid-placement and summary evaluations, including data points aligned with InTASC Critical Dispositions. For each field experience and practicum in which our students participate, their mentor teacher/university supervisor will complete a professional dispositions rubric at both the midpoint and end of that experience, thus providing a chance for formative as well as summative feedback. The same disposition form can be completed during any field experience/practicum and/or course as a way of documenting progress and areas for student growth.

Drawing on a range of indicators as well as multiple perspectives and key checkpoints in the program, candidate dispositions are continually benchmarked against the conceptual framework of the unit as well as the licensure framework set out by the State. Documenting such data and using this to inform planning and to assess competency will continue to play a role in ongoing program development.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

- 1. Candidates have limited opportunities to interact with faculty members from diverse backgrounds. (ITP) (ADV)**

RESPONSE: We recruit those of diverse backgrounds and in all hires seek to diversify our faculty, supervisors, staff and mentor teachers. With the recent economic downturn and subsequent drop in enrollment, we have had limited opportunities to hire new full-time faculty. In the last two years, we have hired one new full-time faculty member, and that faculty member is a person of color. Currently, 33% of our full time faculty are faculty of color. Twenty percent of our adjunct faculty are faculty of color. *Approximately 20% of our mentor teachers are of color as well.*

We continue to work on understanding the diversity of our mentor teachers. Our next step is to develop the cooperating teacher intake form. This form will collect self-reported ethnic and cultural background information, years of teaching experience, discipline expertise, and other logistical information from our cooperating teachers. This step aligns with our P12 partners' goals of increasing the diversity within their teaching staff as

well. We are also expanding our partnership work to involve P12 schools with more diverse teacher populations. Finally, our B.Ed. program in Woodburn focuses on increasing the number of underrepresented teachers in Oregon public schools (*specifically Latino/Latina*). This commitment to diversity guides our hiring as well as our programming.

Section 7: Accreditation Pathway

Selected Improvement: Summarize progress on the Selected Improvement plan for the standard(s) or component(s) selected.

RESPONSE: Pacific School of Learning and Teaching (SLT) strives to make continuous improvement in all areas of teacher preparation practice in order to advance toward Target level performance on all standards (e.g., see Section 6 responses to specific Standard 1 and 4 AFIs). While the unit has exhibited performance at or above Acceptable level on all elements of Standard 3, we continue to make significant progress in regard to Element 3a.; this response is in reference to Standard 3 Element (a): Collaboration Between Unit and School Partners. Moving forward, we are conscious that this standard within CAEP resides in Standard 2: Clinical Partnership and Practice.

Case 1--Forest Grove School District: This past year has been one of development alongside Forest Grove School District (FGSD). In collaboration with SLT leadership and staff, FGSD has involved the work of the Forest Grove SLT into their planning and development cycles. This has allowed greater cross-fertilization of ideas, practices and goals. One example of this is an overhaul of the way the SLT plans and implement student teaching placements, ensuring that the process is more timely, and in keeping with real world needs and timelines of districts. This model has proved so successful that it has been rolled out to include all Forest Grove SLT partner districts / schools.

Case 2--Kennedy Elementary School: During 2015-16, Pacific SLT (Woodburn Campus) initiated a new clinical teacher preparation site for the B.Ed. in Teaching and English Language Learning, embedded in Title I Salem-Keizer School District (SKSD). During 2015-16, meetings were held with Kennedy Elementary School (KES) administrators and teachers to co-design and implement B.Ed. coursework and clinical practice. The initial cohort of Pacific B.Ed. students will begin clinical work at Kennedy in fall 2016.

Case 3--Dos Rios-Two Rivers Elementary School: The School of Learning and Teaching (Eugene Campus) continues to develop its Professional Development School with Dos Rios-Two Rivers Elementary School (DRES) in the Springfield School District. In this partnership groups of teacher candidates are placed for clinical practice, and two supervisors work with the candidates to establish deep and meaningful connections with the school staff and community. Notably, DRES

teachers co-teach university classes with our professors, and university professors lead “learning walks” as a part of the school professional development activities. In 2015-16, the principal and a Pacific faculty member attended the national professional development school conference. At this conference, the principal and faculty member worked to refine the vision and mission of the partnership as well as identified strategic goals moving forward. One of those goals is to ensure that the PDS is a part of regular steering committee meetings for the school and recognized within the university strategic plan.

SLT anticipates that the unit will perform at Target level in Standard Element 3e by the time of the next review.

APPENDICES

Eugene Teacher Inquiry Project Rubric

	Performance Prompts	0 = No Evidence	1 = Not Met	2 = Met	3 = Exceeds
1. Context (Introduction)	1. Analysis of community, district, school, classroom level variables that may affect teaching and learning.	No evidence of analysis of contextual variables that may affect learning.	Candidate includes superficial contextual variables without analysis of how they influence teaching and learning.	Candidate includes descriptions of the district and classroom focusing the analysis on possible limitations to the teaching and learning process.	Candidate provides descriptive narration of the community, district, school and classroom and analyzes how each influences planning, teaching and learning and includes plans to make use of contextual factors in increase student achievement.
	2. Description and analysis of individual learners and differences including race/ethnicity, culture, language, personal interests, academic progress, and level of family involvement.	Candidate work contains little or no evidence of individual learner characteristics.	Candidate describes learners clinically relying only upon scores/ Psychometric data.	Candidate describes individual learners including both sociological factors and academic information.	Candidate describes individual learners including sociological factors, and academic information and analyzes how each affects the learning process.
	3. Analysis of individual student prior knowledge based on pre-assessment data	No evidence that candidate has analyzed prior knowledge needed for	Candidate has analyzed prior knowledge needed for academic	Candidate has analyzed prior knowledge needed for academic	Candidate has analyzed prior knowledge needed for academic

	gathered in relation to targets for learning.	academic success.	success but has not included contextual factors or assessment data.	success including contextual factors or assessment data for the class in general without attention to subgroups.	success including contextual factors or assessment data for all students with specific plans for those in subgroups.
	Performance Prompts	0 = No Evidence	1 = Not Met	2 = Met	3 = Exceeds
2. Planning and Delivery of Instruction (Methods)	1. Targets for learning are aligned to appropriate standards.	No evidence of alignment with standards.	Minimal evidence of alignment with standards.	Standards are noted and loosely connected with content of unit.	Standards are noted and clearly connected and aligned with content of unit.
	2. Appropriate content standards are used to guide planning.	No evidence the use of standards guide the planning, teaching and learning process.	Minimal evidence of understanding and use of standards-based instruction.	Standards are noted and loosely connected with content of unit and the learning targets.	Standards are noted and clearly connected with content of unit and the learning targets lead to academic progress.
	3. Context and Learner information informs the development of unit goals and content.	Candidate does not consider context in choosing unit content.	Candidate considers texts and readily available resources when making unit content decisions.	Candidate considers available resources, district and school goals when making decisions about goals and content.	Candidate uses classroom resources, knowledge of community and learner needs, and CCSS to decide on unit goals and content decisions.
	4. Clear targets for learning are aligned with	Candidate has not included learning targets for the unit.	Learning targets are misaligned with unit goals	Learning targets are aligned to unit goals and content	Learning targets are aligned to unit goals and

	student prior knowledge.		and content standards or have no connection to the students' prior classroom experiences.	standards, and connect to prior learning and experiences.	content standards, connect to prior learning and experiences, and are written in language accessible for students.
	5. Targets for learning represent a variety of kind and complexity.	There are no learning targets.	Targets focus exclusively on one type of goal (e.g., concept attainment or application), or are poorly written and unclear.	Target contains goals that address both concept attainment and application of knowledge and skills, but targets lack some clarity.	Target contains well-written and appropriately balanced goals for both concept attainment and application of knowledge and skills.
	6. Unit content, instructional methods, and learning activities develop academic language.	No evidence of academic language development.	Minimal evidence of attention to appropriate academic language in the unit development.	Academic language development appears in the unit content, and individual lesson plans.	Academic language development appears in the unit content, individual lesson plans, and student activities with evidence of assessment.
	7. Instructional strategies are aligned with the needs of the learner and include appropriate differentiation.	Instructional strategies are not aligned with the needs of the learner and no differentiation is present.	Instructional strategies are emerging and loosely aligned with the needs of the learner with emerging differentiation in presentation.	Instructional strategies are limited within the unit but are appropriate for the learning targets and discipline, and align to the developmental level of the learners.	Instructional strategies are varied within the unit and lessons and are appropriate for the learning targets and discipline, and align to the developmental

					level of the learners.
	8. Multiple instructional strategies align with learning targets, the discipline, and are compatible to developmental level of the learner.	Instructional strategies are inappropriate for the learning targets, discipline, and developmental level of the learners.	Instructional strategies are inappropriate for the learning targets, or discipline, but align to the developmental level of the learners.	Instructional strategies are limited within the unit but are appropriate for the learning targets and discipline, and align to the developmental level of the learners.	Instructional strategies are varied within the unit and lessons and are appropriate for the learning targets and discipline, and align to the developmental level of the learners.
	9. Technology is used to enhance learning as appropriate.	No evidence of technology integration or use of technology.	Evidence of minimal use of technology, but no clear connection to learning enhancement.	Evidence of technology use that enhances the learning.	Clear evidence that use of technology that strengthens lesson delivery, enhances the learning of all students and supports learning targets.
	10. Formative assessment supports student progress toward standards and lesson learning targets.	No formative assessment used.	Formative assessment limited to quizzes and provide no qualitative feedback to learners.	Formative assessment used regularly but limited to strategies that provide information only to teacher.	Formative assessment used regularly and include multiple opportunities for learners to get specific information to progress toward target.
	11. As appropriate, collaborate with family, other professionals, and paraprofessionals (collaboration	No evidence of collaboration.	Evidence of minimal collaboration with other professionals or specialists, but with no	Evidence of collaboration with family and other building personnel, with some explanation	Evidence of effective collaboration with family and other building personnel, with clear

	around planning and implementation).		explanation about how such work affects teaching and learning.	about how such work affects teaching and learning.	explanation about how such work affects teaching and learning.
	Performance Prompts	0 = No Evidence	1 = Not Met	2 = Met	3 = Exceeds
3. Assessment (Methods)	Triangulated assessment plan aligns with stated learning targets, goals, and objectives.				
	1. Post assessments are tightly aligned with pre-assessment data in order to determine student learning gains.	Chosen assessments are not aligned and data are not reliable.	The pre-assessment and post-assessment are only marginally aligned and there are large differences making comparisons between the two assessments very difficult	The pre-assessment and post-assessment are mostly aligned though there are some dissimilarities that make comparisons difficult.	The post-test is obviously aligned to the pre-test and any differences are obviously parallel making comparisons between them accurate and apparent, allowing gains to be computed.
	Triangulated assessment plan is tightly aligned in order to determine student learning gains.				
	2. Assessment items are clear and free from ambiguity and bias.	No assessment items are provided for analysis.	There are many assessment items that are unclear, incomplete, ambiguous and potentially biased.	Almost all assessment items are clear, complete, and free from ambiguity and bias.	All assessment items are clear, complete, and free from ambiguity and bias.
	Assessment plans provide multiple perspectives on student learning, is clear and free from ambiguity, and provides a holistic picture of what students have or have not learned.				
3. Assessments are appropriately differentiated to meet the needs of the learner.	No evidence of differentiation of assessments is provided.	Assessments are differentiated by limiting content and lowering content standards.	Assessments are differentiated by the allowance of additional time only and is provided only for learners in designated subgroups.	Assessments are differentiated in content and/or delivery as appropriate for groups or individual students.	

	4. Assessment content is valid.	No evidence that the assessment covers the full extent of the content of the work sample.	Assessment covers the content of the work sample but unevenly and inappropriately for the content emphasized in the work sample.	Assessment covers the full content of the work sample evenly, but questions are not always reflective of the content emphasized.	Assessment covers the content of the work sample evenly, and questions are reflective of what was emphasized, but assessment is unlikely to capture the full range of possible responses.
	Performance Prompts	0 = No Evidence	1 = Not Met	2 = Met	3 = Exceeds
4. Analysis of data on Learning Gains (Results)	1. Whole class analysis of data reflecting learning gains across triangulated assessment data for each identified learning outcome.	No analysis of data.	Analysis of data is faulty or incomplete.	Data analysis contains accurate data and narrative explanation of results.	Data analysis contains accurate quantitative explaining those data along with possible reasons for those results.
	2. Subgroup assessment data provided and analyzed to evaluate achievement.	There is no subgroup learning analysis.	Subgroup analysis is not accurate or reflective of assessments.	Subgroup analysis is accurate and includes pre and post-assessments representing all learning outcomes.	Subgroup analysis is quantitatively accurate and includes qualitative explanation of results along with rationale of learning.
	3. Analysis of individual student data reflecting learning gains across triangulated assessment data	There is no analysis of learning gains for each student.	Analysis of learning gains is limited to quantitative data on final assessment.	Analysis of individual learning gains for each student contains data on both assessments for	Analysis of individual learning gains is accurate, and provided for each student for all learning

	for each identified learning outcome.			all learning goals.	goals using pre- and post-assessments. Narrative explanations of data contain rationale for results.
	Performance Prompts	0 = No Evidence	1 = Not Met	2 = Met	3 = Exceeds
5. Interpretation and reflection (Discussion)	1. Interpretation and reflection of whole group learning.	No evidence of reflection on assessment of student learning.	Minimal evidence of reflection on whole class and learning is included.	Analysis of whole class learning gains is clear, includes analysis of sub-groups, and narrative to explain any gains and any discrepancies between whole class and identified sub-group(s) learning gains.	High quality evidence of student learning is included, and demonstrates knowledge of student gains for whole class and identified sub-group(s), and reflects on discrepancies and critically considers ways to address the gap in subsequent instruction.
	2. Interpretation and reflection of subgroup learning.	No evidence of reflection or analysis.	Minimal evidence of reflection and analysis of subgroup learning is included.	Analysis of individual learning gains is clear, includes analysis of data, and narrative to explain gains and any inconsistencies in subgroup performance.	High quality evidence of student learning is included, and narrative demonstrates knowledge of subgroup gains and critically considers ways to address effective subsequent instruction.

	3. Interpretation and reflection of individual student learning.	No evidence of reflection or analysis.	Minimal evidence of reflection and analysis of individual learning is included.	Analysis of individual learning gains is clear, includes analysis of data, and narrative to explain gains and any inconsistencies in learner performance.	High quality evidence of student learning is included, and narrative demonstrates knowledge of individual student gains and critically considers ways to address effective subsequent instruction.
	4. Communicate learning gains to student and family.	No evidence of communication to student or family.	Communication with students and/or families is minimal and broad, in addressing the entire class.	Communication with students and families is clear, and provides information that will allow students and families to acknowledge growth and areas for attention.	Communication with students and families is clear, and demonstrates a desire to partner with the student and family to promote learning gains, and includes individual student needs.
	5. Reflection of the unit relative to learning goals for: whole class, individual student, and sub-group(s)	No evidence of reflection on the unit.	Reflection on the unit is included, but does not critically consider the learning gains.	Reflection on the unit is included as well as a discussion of learning gains, but lacks depth, or uses broad statements.	Thorough reflection on the unit includes discussion of the learning gains of all learners, and demonstrates knowledge of cultural and academic diversity.

	6. Reflection on self, considering future professional development.	No evidence of self-assessment or identification of areas for growth.	Writing reflects minimal self-reflection and focuses on student issues.	Writing reflects awareness of strengths and weaknesses with consideration of future professional development.	High quality narrative that demonstrates deep self-reflection that acknowledges strengths shown in the unit and identifies specific areas for growth. Includes clear strategies.
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Forest Grove Teacher Inquiry Project Rubric

Context (Introduction)			
	1 pt	3 pts	5 pts
1A. Introduction: TIP introduction in which there is a framing and summary description of the TIP. Includes critical question, context, and thorough description of the unit of study elaborating on the reasoning underlying its development and the methods you will employ (1.000, 25%)	Framing and summary of the TIP is unclear. Critical question, context, and description of the unit of study are present but inadequate.	Framing and summary of the TIP is adequate. Includes critical question, context, and description of the unit of study.	Framing and summary of the TIP is comprehensive. Includes critical question, context, and thorough description of the unit of study elaborating on the reasoning underlying its development and the pedagogical methods you will employ.
1B. Context: Analysis of community, district, school, classroom level variables that may affect teaching and learning. (1.000, 25%)	Candidate includes superficial contextual variables without analysis of how they influence teaching and learning.	Candidate includes descriptions of the district and classroom focusing the analysis on possible limitations to the teaching and learning process.	Candidate provides descriptive narration of the community, district, school, and classroom and analyzes how each influences planning, teaching, and learning and includes plans to make use of contextual factors in increase student achievement.
1C. Learners: Description and analysis of individual learners and differences including race/ethnicity, culture, language, personal	Candidate describes learners clinically relying upon superficial or standardized data.	Candidate describes individual learners including personal, sociological factors	Candidate describes individual learners including personal and sociological factors, and academic information and analyzes how each affects the learning process.

interests, academic progress, and level of family involvement. (1.000, 25%)		and academic information.	
1D. Self: Describe your preferred styles of learning and teaching how will your critical question inform your understanding of self and contribute to your development as a learner and teacher. (1.000, 25%)	Candidate describes self and question in a detached manner.	Candidate describes self and the process of engaging in pursuit of critical question in authentic and meaningful way.	Candidate thoughtfully describes self and the process of finding and developing their critical question in an authentic and meaningful way.
Planning for Learning (Focus on Unit)			
2A. Critical Question: Describes critical question in terms of personal interest, and professional relevance. Provide literature a review and cite references. Operationalization of constructs is clearly articulated (1.000, 14%)	Critical question is included however it is not situated in terms of self or previous literature.	Critical question is carefully described in terms of self, and professional development. Literature review and references are included. Constructs defined.	Critical question is carefully described in terms of personal interest, and why it will contribute to your professional development. Thorough literature review and references are included. Constructs clearly defined.
2B. Learning Goals: Develop appropriate learning goals that address cognitive and affective domains and connect with overarching standards. (1.000, 14%)	Contains goal statements that do not convey the purpose of the unit. Does not include a goal at higher cognitive level when it would have been appropriate.	Contains broad statements that convey the purpose of the unit. Goals statements where developmentally appropriate.	Contains broad statements that convey the purpose of the unit. Goal statements include higher cognitive levels where developmentally appropriate.
2C. Content Standards: Appropriate content standards are used to guide planning.	Minimal evidence of understanding and use of standards-based instruction.	Standards are noted and clearly connected with content of unit and the learning targets	Standards are noted and clearly connected with content of unit and the learning targets lead to academic progress.

		lead to academic progress.	
<p>2D. Triangulated Pre and Post Assessments: Provide a description of pre and post instruction assessments. Your description should address the assessment of learning for each of the unit goals prior to, as well as after instruction. Assessments should be designed to obtain data for the entire class as well as on at least three individuals (strong, proficient, and emerging). (1.000, 14%)</p>	<p>Assessments do not measure prior content knowledge and/or skills and learning gains for unit goals. Assessments are not designed to obtain information on whole class or at least three individual students.</p>	<p>Assessments measure prior and current content knowledge and/or skills and learning gains of students for most unit learning goals. Indicates where most unit goals are addressed in pre- and post-instruction assessment. Assessments are designed to obtain data on whole class and in-depth data on at least three individuals (strong, proficient, and emerging).</p>	<p>Assessments validly and appropriately measure prior and current content knowledge and/or the students' skills for all unit learning goals. Assessments are rigorous and engaging, and are tied to a realistic context, when possible. Describes where unit goals are addressed. Assessments are clear and bias free. Assessments are designed to obtain data on each student and in-depth data on at least three individuals (strong, proficient, and emerging). Post-instruction assessments validly measure each student's learning gains.</p>
<p>2E. Triangulated Key Formative Assessments: Write a narrative explaining the types of authentic formative assessments you will use that will inform your instruction in process. (1.000, 14%)</p>	<p>Formative assessments lack authenticity, and do not provide adequate evidence of student learning.</p>	<p>Formative assessments are authentic, and provide multiple perspectives on student learning.</p>	<p>Formative assessments are authentic, thorough, and carefully designed, and provide multiple perspectives on student learning.</p>
<p>2F. Authentic Performance Task: Create a performance task in which students apply their understanding of an appropriate learning goal(s) in an authentic activity. The task should be valid, address realistic problems or audiences, be rigorous and have at least two ways for students to demonstrate their understanding. (1.000, 14%)</p>	<p>Task is not valid and/or disconnected from unit learning goals & standards. Task addresses unrealistic problems, is either not engaging or not meaningful to students.</p>	<p>Task is valid and somewhat connected to unit learning goals & standards, addresses realistic problems, is somewhat generally engaging and meaningful to students.</p>	<p>Task is valid and well connected to unit learning goals and standards, addresses realistic problems, is engaging and meaningful to students, and contains at least two different methods for students to demonstrate their understanding.</p>

2G. Triangulated Assessment plan for critical question: Describe the types of triangulated data will be collected that will allow you to analyze and reflect on your critical question. (1.000, 14%)	Interviews, artifacts, and/or observations are not present. Inadequate data on which to base assessments and reflections.	Interviews, artifacts, and observations provide a data set from which assessments and reflections may be made.	Extensive interviews, artifacts, and observations provide a thick data set from which assessments and reflections may be made.
Unit Summary (describing the Unit as a whole)			
3A. Key Points: Bulleted list of key points, essential concepts, facts, skills, academic language or items of information. (1.000, 14%)	List omits some key concepts, facts, skills, or information, indicating a misunderstanding.	List includes key concepts, facts, skills, academic language, or items of information.	List displays a comprehensive understanding of key concepts, facts, skills, academic language, or items of information central to this unit. (15-25 suggested).
3B. Content Relations: The organization of the unit showing how specific learning activities support lesson objectives, and in turn, how these objectives support the unit learning goals and the standards. The purpose is to demonstrate a linear connection from goals to learning activities. (1.000, 14%)	Does not illustrate or describe relation between standards, unit learning goals, learning objectives and activities.	Illustrates or elucidates how objectives support unit learning goals and standards but lacks clarity. Illustrates how specific learning activities support learning objectives.	Illustrates or elucidates clearly and accurately how learning objectives support standards and unit learning goals. Illustrates clearly and accurately how specific learning activities support learning objectives.
3C. Technology and Learning and Creativity: Describe technological tools you and the students will use that will facilitate and inspire student learning and creativity. If you do not have access to the tools, describe what you would have used. (1.000, 14%)	Less than beneficial utilization of technology. Uses may be of limited benefit to student learning.	Includes appropriate and thoughtful strategies for applying technology to support student learning.	Includes a variety of appropriate and pedagogically powerful strategies for applying technology to foster student learning and creativity.
3D. Accommodating individual Difference: Describe and evaluate the manner in which your unit was differentiated to support	Candidate describes inadequate accommodations and/or supports for	Describes how the unit was differentiated to support students' different learning	Clearly describes and evaluates how the unit was differentiated to meet the needs of all students. Several specific examples are given of how lessons were differentiated

<p>the needs of individual learners. Give specific examples of what accommodations were made for individual differences in styles and intelligences, interests, and abilities. Describe how you will support students' language needs and those with special needs at all points on the continuum.</p>	<p>the students' learning needs.</p>	<p>styles and intelligences, interest and readiness. Some examples are provided.</p>	<p>for a range of styles and intelligences, interests, and abilities. Support for students with special needs and those for whom English is a second language is carefully described.</p>
<p>3E. Cross curricular integration: Include descriptions and examples of cross-curricular or thematic connections into the unit, including how the material was connected to other areas of school or life. Be specific about examples of literacy instruction. (1.000, 14%)</p>	<p>Literacy integration is not included, integration with other subject areas is not described.</p>	<p>Literacy integration is thoughtfully included. Where appropriate, integration with other subject areas is included.</p>	<p>Carefully integrates literacy instruction. Where appropriate, integration with other subject areas is thorough.</p>
<p>3F. Connection between CQ and unit of Study: In what ways does the planning support research on the Critical Question and the essential curriculum unit question? (1.000, 14%)</p>	<p>Little connection exists between planning, pedagogy and CQ. Unit does not contain clear descriptions of how data will be collected on your CQ.</p>	<p>Connection exists between planning, pedagogy, and CQ. How data will be collected on your CQ is an element of your unit.</p>	<p>Connection between planning, pedagogy, and CQ is explicit. Lessons articulate how triangulated data on your CQ will be collected as an integrated element of your unit.</p>
<p>3G. Calendar: This is the table of contents for your unit. The calendar provides a visual representation of the timing and teaching of your unit. Use this to hyperlink to all of your documents, and artifacts including videos and correspondence with families or students (1.000, 14%)</p>	<p>Not all lesson plans, assessments, and videos are noted and hyperlinked to supporting documentation or evidence. Communication and correspondence with parents is not present.</p>	<p>All lesson plans, with their titles, assessments, and videos are noted. Each is hyperlinked to supporting documentation or evidence. All communication and correspondence with parents is noted and hyperlinked.</p>	<p>All lesson plans, with their titles, assessments, and videos are noted. Each is hyperlinked to supporting documentation or evidence. All communication and correspondence with parents is noted and hyperlinked.</p>
<p>Facilitating Learning (Focus on Lessons)</p>			

<p>4A. Planning for Learning: Covers lesson planning elements. This includes standards, targets, and objectives, as well as the planning for materials and differentiation strategies. (1.000, 20%)</p>	<p>Lessons do not flow and are not well planned. Standards, targets, and objectives may be in misalignment. Universal design and differentiations are missing.</p>	<p>Lessons are well planned and organized. Standards, targets, and objectives are aligned. Universal design is apparent and adequate differentiations are evident.</p>	<p>Lessons are thoroughly planned and thoughtfully organized. Standards, targets, and objectives are tightly aligned. Lessons manifest purposeful universal design as well as differentiations where appropriate.</p>
<p>4B. Facilitating the Learning Process: Includes the active lesson process from introducing the lesson, through all of the lesson activities and concluding with the lesson closures. (1.000, 20%)</p>	<p>Lessons may neglect appropriate intro or target sharing. Teachers utilize inappropriate or ineffective instructional strategies and materials. Closure may not be present.</p>	<p>Lessons begin with introductions and sharing of targets. Teachers utilize appropriate instructional strategies, and appropriate learning materials (including technologies). Lessons end with summary closures.</p>	<p>Lessons begin with appropriate and engaging introductions including sharing of targets. Lessons contains appropriate instructional strategies, and student-centered active learning materials (including technologies). Lessons end with thoughtful integrating closures.</p>
<p>4C. Assessing Learning: How effective were the planned assessments in determining if students had met learning targets and lesson objectives. (1.000, 20%)</p>	<p>Assessments do not provide sufficient or valid evidence that students have met lesson objectives, learning targets, unit goals, and made progress towards meeting identified standards.</p>	<p>Planned assessments are effective in determining if students met lesson objectives, learning targets, unit goals, and made progress towards meeting identified standards.</p>	<p>A wide range of planned assessments are effective in determining if students met lesson objectives, learning targets, unit goals, and made progress towards meeting identified standards.</p>
<p>4D. Analysis and Reflection: What are the data that you gathered about your teaching and your student learning? What evaluation and syntheses can you construct regarding your actions and your critical question? (1.000, 20%)</p>	<p>Analytical and reflective notes are weak and lacking in thoughtful reflection. Connections to planning, methods, instructional materials or to critical question may not be evident.</p>	<p>Analytical and reflective notes are adequate containing thoughtful reflections. Connections to planning, methods, instructional materials, and to critical question are evident.</p>	<p>Analytical and reflective notes contain thick data deep level of analysis and levels of thoughtful reflections. Connections to planning, methods, instructional materials, and to critical question are made explicit.</p>
<p>4E. edTPA Video</p>			

(1.000, 20%)			
Analysis of Learning			
5A. Whole Class: Whole class analysis of data reflecting learning gains across triangulated assessment data for each identified learning outcome. (1.000, 33%)	Analysis of data is faulty and incomplete.	Data analysis contains accurate data and narrative explanation of results.	Data analysis contains accurate quantitative data and appropriate narrative explaining those data along with possible reasons for those results.
5B. Individual Students: Analysis of individual student data reflecting learning gains across triangulated assessment data for each identified learning outcome. (1.000, 33%)	Analysis of learning gains is limited to quantitative data on final assessment.	Analysis of individual learning gains for each student contains data on both assessments for all learning goals.	Analysis of individual learning gains is accurate, and provided for each student for all learning goals using pre-and post-assessments. Narrative explanation of data contain rationale for results.
5C. Sharing Results: Communicate learning gains to student and family. (1.000, 33%)	Communication with students and or families is minimal and broad, in addressing the entire class.	Communication with students and families is clear, and provides information that will allow students and families to acknowledge growth and areas for attention.	Communication with students and families is clear, and demonstrates a desire to partner with the student and family to promote learning gains, and includes individual student needs.
Synthesis and Final Evaluation of TIP			
6A. Critical Question: Describe what you thought you knew about your critical question, what you now understand about your question, and how you have come to learn this. Include critical colleague feedback and response. Cite and use data collected. Connect to key pieces of literature used in the planning of your TIP. (1.000, 25%)	Reflection on the development of the critical question across time are missing. Critical colleague feedback is not provided or analyzed. Connections to previous literature are not evident.	Includes preconceptions of critical question, current understanding, and how you have come to learn this. Critical colleague feedback is included. Connections to lit review are described.	Includes preconceptions of critical question, current understanding, and how you have come to learn this. Critical colleague feedback and responses are provided as are your data. Connections to key pieces of literature used in the planning of your TIP are included.
6B. Analysis of Triangulated Assessment Tool: Describe the usefulness and limitations	Utility and limitations of the various assessment	Utility and limitations of the various assessment	Utility and limitations of the various assessment tools are carefully described and analyzed. Reflections

of the various assessment tools implemented. What have you learned about the design of assessments and the collection of triangulated data? (1.000, 25%)	tools are omitted or perfunctory. Reflections on the design of assessments and the collection of triangulate data are weak or missing.	tools are described. Some reflections on the design of assessments and the collection of triangulated data are provided.	on the design of assessments and the collection of triangulated data are provided.
6C. Critical Self-Reflexivity: Deconstruct the data generated by the TIP and your critical question. What are the implications for self as a learner, teacher, and collaborator? Considering future professional development goals based on this experience. (1.000, 25%)	Writing displays minimal self-reflexivity and focuses on student issues.	Writing expresses awareness of strengths and weaknesses with consideration of future professional development.	High quality analytic memo that demonstrates deep self-reflexivity that acknowledges strengths shown in the unit and identifies specific areas for growth. Includes clear strategies.
6D. Professional Writing and Attention to Details: The TIP should be presented as a finished product, with careful attention to the quality of the writing. All relevant artifacts have been scanned and are included. (1.000, 25%)	Contains repeated errors in syntax, grammar, or punctuation.	Careful attention to writing conventions is demonstrated.	Exceptional skill in writing, editing, and presenting work is demonstrated.

Special Education Work Sample Rubric

	Missing	No Pass	Pass	Superior Pass
Title Page				
Setting: Describes the setting where instruction will take place to include district, school, classroom and instructional arrangements. Describes work sample group/students selected. (INTASC-2013.2)				
Rationale: States topic/unit of study/overarching goal, and why unit is important for students to learn now and in the future. Includes reference to				

<p>research/evidence-based practice. Includes reference/link to IEP goals/objectives and school objectives. Includes reference to standards and general education curriculum. (INTASC-2013-1)</p>				
<p>CONTENT RELATIONSHIPS: A graphic representation of the organization of the topic that shows how the topic content is broken down and/or connected to smaller components. Note: this is not a unit map but an exploration of topic. (INTASC-2013-5)</p>				
<p>LEARNING OBJECTIVES: Clearly states WS topic goal – what students will learn by end of WS. Shows link from goal to state standards and/or benchmarks at student’s grade level. Identifies IEP goal(s) and /or short-term objectives targeted during the WS for each participating student. Includes 2-3 measurable instructional objectives (conditions, behavior and criteria) that support the WS topic goal and can be measured at beginning and end of WS. (INTASC 2013.4)</p>				
<p>KEY POINTS, TERMS and VOCABULARY: Lists 10-20 key points and/or big ideas around the topic. Identifies terms and vocabulary specific to the topic. May list 5-10 key points around co-curricular goals. (INTASC 2013.4)</p>				
<p>PRE-REQUISITE SKILLS: Identifies foundational (pre-requisite skills students need to have to benefit from and participate in WS. Identifies what students know related to the WS based on Present Levels of Academic Achievement and Functional Performance (PLAAAFP), observations and/or testing. (INTASC 2013-2)</p>				

<p>CO-CURRICULAR GOALS: Identifies co-curricular content or skills students might learn, which are not measured by learning goals. Identifies possible alternative outcomes of the WS outside of IEP (INTASC-2013.5)</p>				
<p>ADAPTATIONS: ACCOMMODATIONS & MODIFICATIONS: Identifies adaptations for each student and highlights those considered in this WS. Describes student diversity including: diversity in culture, race, language, abilities, and/or learning styles. Identifies what was done to address diversity and language differences among student group and for individual students, if appropriate. (INTASC-2013.8)</p>				
<p>WEEKLY PLAN: Calendar with lesson titles and major activities for each day over the course of the WS to include plan for initial assessment (dates and times) and final assessment. (INTASC-2013.7)</p>				
<p>BEHAVIOR PLAN: Includes school behavior plan. Includes classroom procedures and rules. Includes behavior support plan(s) for students who have one. Includes expectations and behavior plan specific to teaching WS lessons. (INTASC-2013.3)</p>				
<p>TECHNOLOGY: Includes use of technology in planning, presenting, and conducting instruction. This can be technology used by the teacher and/or the students. Notes students who use assistive technology. (INTASC-2013.5)</p>				
<p>INITIAL ASSESSMENT: Authentic, teacher-made, or prescribed initial assessment which adequately reflects each student’s baseline knowledge and performance related to work sample objectives. Assessment outcomes are clearly described and summarized.</p>				

<p>Results represented with data and/or student product. Includes clear criteria to determine level of achievement (i.e., criteria or scoring guide) and legend or answer key. (INTASC-2013.6)</p>				
<p>DETERMINE INSTRUCTIONAL STARTING POINT: Summarizes/interprets results of initial assessment and its connection with plan for instruction. Shows clear link between initial assessment and determination of instructional starting point (i.e., provides rationale of where to start instruction in relation to stage of learning: acquisition, fluency, maintenance, or generalization) (INTASC-2013.6)</p>				
<p>DAILY LESSON PLANS USED: Lesson Plan Worksheet with all sections complete for 10 lessons. Instructional objectives are measurable and clearly aligned with instructional plans and WS objectives. Instructional plan detailed to show the teaching. Includes changes/adjustments made to instruction (INTASC-2013.7)</p>				
<p>FORMATIVE (On-going) ASSESSMENT: Each lesson plan has a measure of student performance related to daily lesson objectives and/or IEP objectives. Data method evident in daily lesson plan. Formative assessment may be formal or informal, teacher-made or commercially available but must be measurable. (INTASC-2013.6)</p>				
<p>DAILY REFLECTION: Daily reflection written about each lesson stating what worked well, what would do differently if teaching lesson again, what to consider for next lesson – what worked? What to keep or change? Summarizes student performance, attitude, and reaction to reinforcement. (INTASC-2013.9)</p>				

<p>FINAL (SUMMATIVE) ASSESSMENT: Method and measurement is same or similar to initial assessment. Results summarized for final assessment. The final assessment should represent authentic performance task(s). Students must perform a task, carry out an activity, or produce a product. Includes clear criteria to determine level of achievement (i.e., criteria or scoring guide). Include a legend or answer key. (INTASC-2013.6)</p>				
<p>SUMMARIZE AND INTERPRET ASSESSMENT DATA COMPOSIT OF ALL ASSESSMENTS: INITIAL, FORMATIVE and FINAL. Shows learning and progress of students over course of the WS in relation to the WS goal and WS objectives. Analysis of the data and a report on the effect of the WS for students and teacher. Compares and contrasts students. Include reflection on what assessment data shows about their teaching. Includes specific recommendations to the IEP team based on the assessment data. Results summarized in a narrative and organized in a graph, table or chart (INTASC-2013.6)</p>				
<p>FEEDBACK: Includes a summary/log of all contacts with home applicable to WS and students. Includes a summary/log of all contacts with school staff pertinent to the students and WS. (INTASC-2013.10)</p>				
<p>RESOURCES: Includes a list of resources used to learn about and teach the topic, and potential resources. (INTASC-2013.5)</p>				
<p>EVALUATION OF YOUR TEACHING: FINAL REFLECTION Includes insight about students, topic, process, and teaching. Discusses what worked well and what would be done differently in</p>				

the future and why. Reveals what was learned about students. Considers if anything needs to be retaught or incorporated into next unit. Includes a self-evaluation of experience as a teacher. (INTASC-2013.9)				
OVERALL PRESENTATION: Professional product with attention to detail and quality of writing.				

Student Teaching Summary Evaluation (v.2007)

STANDARD 1: PLAN FOR INSTRUCTION							
	0 pts Not yet able to demonstrate the knowledge, skills and competencies needed to meet the needs of many learners. (Has not met the standards for the Preliminary Teaching License during student teaching.)	1 pt Developing awareness and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the standards for the Preliminary Teaching License.)	2 pts Developing awareness and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the standards for the Preliminary Teaching License.)	3 pts Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards for the Preliminary Teaching License.)	4 pts Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards for the Preliminary Teaching License.)	5 pts Knows and demonstrates well the knowledge skills and competencies needed to meet the needs of most diverse learners. (Exceeds the standards for the Preliminary Teaching License. Candidate performs at the level expected of an experienced teacher.)	6 pts Knows and demonstrates well the knowledge skills and competencies needed to meet the needs of most diverse learners. (Exceeds the standards for the Preliminary Teaching License. Candidate performs at the level expected of an experienced teacher.)

<p>1.A. Select or write learning goals for units of instruction that are consistent with the school's long term curriculum goals, State standards and district standards, research on findings on how students learn, and the physical and mental maturity of one's students: (INTASC-2013.7)</p>							
<p>1.B. Determine the current performance level of one's students with respect to the learning goals established for a unit of instruction (INTASC-2013.7)</p>							

<p>1.C. Establish objectives within the unit of instruction that will be useful in formulating daily lessons and in evaluating the progress of students toward the alignment of unit goals (INTASC-2013.7)</p>							
<p>1.D. Determine content, skills and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery (INTASC-2013.7)</p>							
<p>1.E. Select and organize materials,</p>							

equipment, and technologies needed to teach a unit of instruction (INTASC-2013.8)							
1.F. Design and adapt unit and lesson plans for all learners and exceptional learners, including but not limited to students with varying cultural, social, socio-economic and linguistic backgrounds (INTASC-2013.2)							
1.G. Estimate the time required within a unit for teacher-directed instruction, student-							

managed learning and practice, student evaluation/ report and re-teaching/ problem solving. (INTASC-2013.8)							
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STANDARD 2: ESTABLISH CLASSROOM CLIMATE

	0 pts Not yet able to demonstrate the knowledge, skills and competencies needed to meet the needs of many learners. (Has not met the standards for the Preliminary Teaching License during student teaching.)	1 pt Developing awareness and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the standards for the Preliminary Teaching License.)	2 pts Developing awareness and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the standards for the Preliminary Teaching License.)	3 pts Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards for the Preliminary Teaching License.)	4 pts Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards for the Preliminary Teaching License.)	5 pts Knows and demonstrates well the knowledge skills and competencies needed to meet the needs of most diverse learners. (Exceeds the standards for the Preliminary Teaching License. Candidate performs at the level expected of an experienced teacher.)	6 pts Knows and demonstrates well the knowledge skills and competencies needed to meet the needs of most diverse learners. (Exceeds the standards for the Preliminary Teaching License. Candidate performs at the level expected of an experienced teacher.)
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<p>2.A. Affirm the dignity and worth of all students and provide positive the support students need to be effective learners (INTASC-2013.3)</p>							
<p>2.B. Establish, communicate, and maintain rules, procedures and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the level of development of students, and are consistent with laws governing student rights and responsibil-</p>							

ities (INTASC-2013.3)							
2.C. Employ equitable practices that are just and that support a least restrictive environment for all students (INTASC-2013.2)							
2.D. Model and reinforce classroom social behavior that supports student learning and development (INTASC-2013.3)							
2.E. Use knowledge of the influence of the physical, social, and emotional climates of students' homes and the community							

to optimize motivation, learning and behavior (INTASC-2013.1)							
2.F. Monitor student conduct, and take appropriate action when mis-behavior occurs (INTASC-2013.3)							
2.G. Interact thoughtfully and courteously with all students and their families and seek to resolve conflicts in a professional manner, respecting familial and community cultural contexts (INTASC-2013.3)							
2.H. Use classroom time effectively to provide							

for maximum time for learning (INTASC-2013.3)							
2.I. Manage instructional transitions decisively and without loss of instructional time (INTASC-2013.3)							
2.J. Arrange and set up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons (INTASC-2013.3)							
2.K. Coordinate the use of instructional assistants, parent volunteers, student assistants, and other							

support personnel to achieve instructional objectives if these resources are available in the school setting. (INTASC-2013.3)							
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STANDARD 3: STANDARDS BASED TEACHING

	0 pts Not yet able to demonstrate the knowledge, skills and competencies needed to meet the needs of many learners. (Has not met the standards for the Preliminary Teaching License during student teaching.)	1 pt Developing awareness and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the standards for the Preliminary Teaching License.)	2 pts Developing awareness and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the standards for the Preliminary Teaching License.)	3 pts Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards for the Preliminary Teaching License.)	4 pts Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards for the Preliminary Teaching License.)	5 pts Knows and demonstrates well the knowledge skills and competencies needed to meet the needs of most diverse learners. (Exceeds the standards for the Preliminary Teaching License. Candidate performs at the level expected of an experienced teacher.)	6 pts Knows and demonstrates well the knowledge skills and competencies needed to meet the needs of most diverse learners. (Exceeds the standards for the Preliminary Teaching License. Candidate performs at the level expected of an experienced teacher.)
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<p>3.A. Choose organizational structures appropriate for the objectives of instruction (INTASC-2013.4)</p>							
<p>3.B. Communicate learning outcomes to be achieved and focus student interest on tasks to be accomplished (INTASC-2013.4)</p>							
<p>3.C. Implement instructional plans that employ knowledge of subject matter and basic skills (INTASC-2013.5)</p>							
<p>3.D. Use a variety of research-based educational practices that promote</p>							

<p>student learning and are sensitive to individual differences and diverse cultures (INTASC-2013.2)</p>							
<p>3.E. Emphasize instructional techniques that promote critical thinking and problem-solving, and that encourage divergent as well as convergent thinking (INTASC-2013.5)</p>							
<p>3.F. Monitor the engagement of students in learning activities, and the progress they are making, to determine if the pace or content of instruction</p>							

needs to be modified to assure that all students accomplish lesson and unit objectives.							
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STANDARD 4: ASSESSMENT

	0 pts Not yet able to demonstrate the knowledge, skills and competencies needed to meet the needs of many learners. (Has not met the standards for the Preliminary Teaching License during student teaching.)	1 pt Developing awareness and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the standards for the Preliminary Teaching License.)	2 pts Developing awareness and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the standards for the Preliminary Teaching License.)	3 pts Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards for the Preliminary Teaching License.)	4 pts Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards for the Preliminary Teaching License.)	5 pts Knows and demonstrates well the knowledge skills and competencies needed to meet the needs of most diverse learners. (Exceeds the standards for the Preliminary Teaching License. Candidate performs at the level expected of an experienced teacher.)	6 pts Knows and demonstrates well the knowledge skills and competencies needed to meet the needs of most diverse learners. (Exceeds the standards for the Preliminary Teaching License. Candidate performs at the level expected of an experienced teacher.)
4.A. Select or develop non-biased, valid and reliable tests,							

<p>performance measures, observations, student interviews or other formal or informal assessment procedures to determine the progress of all students (INTASC-2013.6)</p>							
<p>4.B. Document student progress in accomplishing State-adopted content standards and district standards, prepare data summaries that show this progress to others, and inform students, supervisors, and parents about progress in learning</p>							

(INTASC-2013.6)							
4.C. Refine plans for instruction, establish alternative goals or environments, or make referrals when appropriate (INTASC-2013.6)							
4.D. Assemble, reflect upon, interpret and communicate evidence of one's own effectiveness as a teacher including evidence of success in fostering student progress in learning and use evidence of effectiveness in planning further instruction							

(INTASC-2013.6)							
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STANDARD 5: CONTENT KNOWLEDGE

	0 pts Not yet able to demonstrate the knowledge, skills and competencies needed to meet the needs of many learners. (Has not met the standards for the Preliminary Teaching License during student teaching.)	1 pt Developing awareness and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the standards for the Preliminary Teaching License.)	2 pts Developing awareness and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the standards for the Preliminary Teaching License.)	3 pts Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards for the Preliminary Teaching License.)	4 pts Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards for the Preliminary Teaching License.)	5 pts Knows and demonstrates well the knowledge skills and competencies needed to meet the needs of most diverse learners. (Exceeds the standards for the Preliminary Teaching License. Candidate performs at the level expected of an experienced teacher.)	6 pts Knows and demonstrates well the knowledge skills and competencies needed to meet the needs of most diverse learners. (Exceeds the standards for the Preliminary Teaching License. Candidate performs at the level expected of an experienced teacher.)
5.A. Understand the subject(s) being taught and appreciate how knowledge in that subject is created,							

<p>organized and linked to other disciplines and applied in real-world settings (INTASC-2013.4)</p>							
<p>5.B. Select and sequence disciplinary content to support future learning in and out of school (INTASC-2013.4)</p>							
<p>5.C. Evaluate students' initial conceptions and provide opportunities to gain a deeper and more useful understanding</p>							
<p>5.D. Present content in a variety of ways that are clear and appropriate for students</p>							

<p>5.E. Adapt/modify content knowledge for exceptional learners, including talented and gifted (INTASC-2013-5)</p>							
<p>5.F. Link content to students' knowledge experience and interests as well as to other content disciplines and real world phenomena (INTASC-2013.5)</p>							
<p>5.G. Utilize a range of instructional resources and technology tools to enhance learning (INTASC-2013.5)</p>							
<p>5.H. Engage students in pedagogically powerful</p>							

applications of technology that foster learning (INTASC-2013.5)							
5.I. Provide opportunities for students to use content knowledge to think and problem solve (INTASC-2013.5)							

STANDARD 6: PROFESSIONAL BEHAVIOR

	0 pts Not yet able to demonstrate the knowledge, skills and competencies needed to meet the needs of many learners. (Has not met the standards for the Preliminary Teaching License during student teaching.)	1 pt Developing awareness and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the standards for the Preliminary Teaching License.)	2 pts Developing awareness and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the standards for the Preliminary Teaching License.)	3 pts Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards for the Preliminary Teaching License.)	4 pts Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards for the Preliminary Teaching License.)	5 pts Knows and demonstrates well the knowledge skills and competencies needed to meet the needs of most diverse learners. (Exceeds the standards for the Preliminary Teaching License. Candidate performs at the level expected of	6 pts Knows and demonstrates well the knowledge skills and competencies needed to meet the needs of most diverse learners. (Exceeds the standards for the Preliminary Teaching License. Candidate performs at the level expected of
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						an experienced teacher.)	an experienced teacher.)
6.A. Be dependable, conscientious and punctual (INTASC-2013.9)							
6.B. Meet work schedule demands (INTASC-2013.9)							
6.C. Be aware of the importance of dressing appropriately (INTASC-2013.9)							
6.D. Be aware of, and act in accordance with, school policies and practices (INTASC 2013.9)							
6.E. Understand the organizational culture and expectations that operate							

<p>within a school and that impact students and student learning (INTASC-2013-10)</p>							
<p>6.F. Interact constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families, and members of the community (INTASC-2013.10)</p>							
<p>6.G. Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families to promote student</p>							

learning (INTASC-2013.10)							
6.H. Perform advisory functions for students in formal and informal settings (INTASC-2013.10)							
6.I. Function as a member of an interdisciplinary team to achieve long-term curriculum goals and State content standards and district standards.							
6.J. Exhibit energy, drive and determination to make one's school and classroom the best possible environment for teaching and learning							

(INTASC-2013.10)							
6.K. Exhibit energy, drive and determination to become a professional educator (INTASC-2013.10)							

Student Teaching Summary Evaluation (v.2014)

Assessment							
Planning:							
	0 pts Not yet able to demonstrate the knowledge, skills, and competencies needed to meet the needs of many learners. (Has not met the standards for the ITL during student teaching.)	1 pt Developing awareness and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the standards for the ITL).	2 pts Developing awareness and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the standards for the ITL).	3 pts Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards for ITL).	4 pts Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards for ITL).	5 pts Knows and demonstrates well the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Exceeds the standards for the ITL. Candidate performs at the level expected of an experienced teacher.)	6 pts Knows and demonstrates well the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Exceeds the standards for the ITL. Candidate performs at the level expected of an experienced teacher.)

Creates developmentally appropriate units/lessons (INTASC-2013.1.b)							
Creates developmentally appropriate units/lessons (INTASC 2013.1.b)							
Develops learning experiences that engage learners. (INTASC-2013.3.b)							
Creates opportunities for students to learn and practice academic language, methods of inquiry. (INTASC-2013.4.c INTASC-2013.4.h)							
Develops projects that guide learners in analyzing the complex-							

ities of issues using higher order questions and metacognitive strategies to explore perspectives from varied disciplines. (INTASC-2013.5.a INTASC-2013.8.f)							
Engages learners in applying content knowledge to real world problems. (INTASC-2013.5.b)							
Chooses appropriate strategies and accommodation resources, and materials to differentiate instruction (INTASC-2013.7.b)							
Creates appropriate							

objectives for sequencing of learning. (INTASC-2013.7.c)							
Plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interests. (INTASC-2013.7.d)							

Executing Instruction/Practice

	0 pts Not yet able to demonstrate the knowledge, skills, and competencies needed to meet the needs of many learners. (Has not met the standards for the ITL during student teaching.)	1 pt Developing awareness and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the standards for the ITL.)	2 pts Developing awareness and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the standards for the ITL.)	3 pts Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards for ITL.)	4 pts Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards for ITL.)	5 pts Knows and demonstrates well the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Exceeds the standards for the ITL. Candidate performs at the level expected of an	6 pts Knows and demonstrates well the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Exceeds the standards for the ITL. Candidate performs at the level expected of an
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						experienced teacher.)	experienced teacher.)
Delivers and adapts instruction to address a range of diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. (INTASC-2013.2.a)							
Brings multiple and diverse perspectives to the discussion of content and encourages students to understand, question, and analyze ideas. (INTASC-2013.2.d)							
Manages the learning environment to actively and							

equitable engage learners. (INTASC-2013.3.d)							
Effectively uses multiple representations and explanations that capture key ideas in the discipline. (INTASC-2013.4.a)							
Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences (INTASC-2013.4.d)							
Uses supplementary resources and technologies effectively to create better learning							

opportunities for students. (INTASC-2013.4.g)							
Using a variety of instructional strategies, develops and implements supports for learner literacy development across content areas, engaging learners' communication skills. (INTASC-2013.5.h)							
Engages all learners in developing higher order questioning skills and meta-cognitive processes. (INTASC-2013.8.f)							
Assessing Learning and Teaching							
	0 pts Not yet able to demonstrate the knowledge,	1 pt Developing awareness and beginning	2 pts Developing awareness and beginning	3 pts Knows and demonstrates the knowledge,	4 pts Knows and demonstrates the knowledge,	5 pts Knows and demonstrates well the	6 pts Knows and demonstrates well the

	skills and competencies needed to meet the needs of many learners. (Has not met the standards for the ITL during student teaching.)	to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the standards for the ITL.)	to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the standards for the ITL.)	skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards for the Preliminary Teaching License.)	skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards for ITL.)	knowledge skills and competencies needed to meet the needs of most diverse learners. (Exceeds the standards for the ITL. Candidate performs at the level expected of an experienced teacher.)	knowledge skills and competencies needed to meet the needs of most diverse learners. (Exceeds the standards for the ITL. Candidate performs at the level expected of an experienced teacher.)
Designs developmentally appropriate assessments that match learning objectives. (INTASC-2013.6.b)							
Works independently and collaboratively to examine test and other performance data to understand							

each learner's progress and to guide planning. (INTASC-2013.6.c)							
Continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. (INTASC-2013.8.b)							

Interactions with Students/Families (Learning Environments)

	0 pts Not yet able to demonstrate the knowledge, skills, and competencies needed to meet the needs of many learners. (Has not met the standards for the ITL during student teaching.)	1 pt Developing awareness and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the	2 pts Developing awareness and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the	3 pts Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards for ITL.)	4 pts Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards for ITL.)	5 pts Knows and demonstrates well the knowledge skills and competencies needed to meet the needs of most diverse learners. (Exceeds the standards for the ITL. Candidate	6 pts Knows and demonstrates well the knowledge skills and competencies needed to meet the needs of most diverse learners. (Exceeds the standards for the ITL. Candidate
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		standards for the ITL.)	standards for the ITL.)			performs at the level expected of an experienced teacher.)	performs at the level expected of an experienced teacher.)
Communi- cates in ways that demon- strate respect for and responsive- ness to the cultural back- grounds and differing perspect- ives learners bring to the learning environ- ment. (INTASC- 2013.3.f)							
Under- stands how personal identity, worldview, and prior experience affect perceptions and expecta- tions, and recognizes how they							

<p>may bias behaviors and interactions with others in order to build stronger relationships and create more relevant learning experiences (INTASC-2013.9.i)</p>							
<p>Works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. (INTASC-2013.10.d)</p>							
<p>With school colleagues, the candidate builds ongoing connections</p>							

with community resources to enhance student learning and well being. (INTASC-2013.10.e)							
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Working with/Contribution to the Profession

	0 pts Not yet able to demonstrate the knowledge, skills and competencies needed to meet the needs of many learners. (Has not met the standards for the ITL during student teaching).	1 pt Developing awareness and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the standards for the ITL.)	2 pts Developing awareness and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the standards for the ITL.)	3 pts Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards for the ITL.)	4 pts Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards for the ITL.)	5 pts Knows and demonstrates well the knowledge skills and competencies needed to meet the needs of most diverse learners. (Exceeds the standards for ITL. Candidate performs at the level expected of an experience-d teacher.)	6 pts Knows and demonstrates well the knowledge skills and competencies needed to meet the needs of most diverse learners. (Exceeds the standards for ITL. Candidate performs at the level expected of an experience-d teacher.)
Plans collaboratively with professionals who have specialized							

<p>expertise to design and jointly deliver as an appropriate learning. (INTASC-2013.7.e)</p>							
<p>Engages in ongoing learning opportunities to develop knowledge and skills. (INTASC-2013.9.a)</p>							
<p>Engages in professional learning that supports analysis, reflection, and problem-solving, contributes to the knowledge and skills of others, and works collaboratively to advance professional practice. (INTASC-2013.10.f)</p>							
<p>Critical Dispositions</p>							

	0 pts Not yet able to demonstrate the knowledge, skills and competencies needed to meet the needs of many learners. (Has not met the standards for the ITL during student teaching.)	1 pt Developing awareness and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the standards for the ITL.)	2 pts Developing awareness and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the standards for the ITL.)	3 pts Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards for the ITL.)	4 pts Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards for the ITL.)	5 pts Knows and demonstrates well the knowledge skills and competencies needed to meet the needs of most diverse learners. (Exceeds the standards for the ITL. Candidate performs at the level expected of an experienced teacher.)	6 pts Knows and demonstrates well the knowledge skills and competencies needed to meet the needs of most diverse learners. (Exceeds the standards for the ITL. Candidate performs at the level expected of an experienced teacher.)
Takes responsibility for promoting learners' growth and development. (INTASC-2013.1.j)							
Is committed to supporting learners in promoting each other's							

learning. (INTASC-2013.3.p)							
Is a thoughtful and responsive listener and observer. (INTASC-2013.3.r)							
Recognizes potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias. (INTASC-2013.4.q)							
Is committed to making accommodation in assessment and testing conditions, especially for learners with disabilities and language learning needs. (INTASC-2013.6.u)							

Actively shares responsibility for shaping and supporting the mission of his/her school as an advocate for learners and accountability for their success. (INTASC-2013.10.p)							
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