**METHODS ASSESSMENT PLAN RUBRIC**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Mean of Candidate Performance on Assessment Plan**  **(4 point scale)** | | | | | | |
| 1. Has not developed or used this skill (Does not meet minimal expectations for standard in connection to appropriate middle level assessment) 2. Is beginning to incorporate this skill (Approaching Expectations: Limited use of this skill; often requires support and guidance in connection to appropriate middle level assessment) 3. Uses this skill appropriately and competently (Meets Expectations: Requires occasional minimum support in connection to appropriate middle level assessment) 4. Uses this skill consistently with a high degree of competence and confidence. (Target: Requires little to no support and guidance in connection to appropriate middle level assessment) | Semester | | | | | |
| Spring 2014  N=96 | Fall  2013  N=99 | Spring 2013  N=79 | Fall  2012  N=126 | Spring 2012  N=177 | Fall  2011  N=130 |
| Develops well constructed assessment instruments/procedures/performances | 3.094 | 3.02 | 3.367 | 3.429 | 3.062 | 3.2 |
| Uses appropriate and effective assessment technique(s) effectively | 3.094 | 3.03 | 3.456 | 3.579 | 3.068 | 3.231 |
| Utilizes a variety of formal and informal assessment techniques to monitor student learning. | 32.71 | 3.303 | 3.506 | 3.54 | 3.09 | 3.215 |
| Consistently monitors ongoing performance of students. | 3.26 | 3.303 | 3.557 | 3.556 | 3.017 | 3.246 |
| Provides timely feedback to students regarding their progress. | 3.25 | 3.313 | 3.544 | 3.635 | 3.04 | 3.292 |
| Produces evidence of student academic growth under his/her instruction. | 3.042 | 3.242 | 3.456 | 3.444 | 3.153 | 3.185 |
| Interprets and utilizes standardized/non-standardized test results. | 2.979 | 3.182 | 3.278 | 3.405 | 2.842 | 3.138 |

**STUDENT TEACHING ASSESSMENT PLAN RUBRIC**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Mean of Candidate Performance on Assessment Plan**  **(4 point scale)** | | | | | | |
| 1. Has not developed or used this skill (Does not meet minimal expectations for standard in connection to appropriate middle level assessment) 2. Is beginning to incorporate this skill (Approaching Expectations: Limited use of this skill; often requires support and guidance in connection to appropriate middle level assessment) 3. Uses this skill appropriately and competently (Meets Expectations: Requires occasional minimum support in connection to appropriate middle level assessment) 4. Uses this skill consistently with a high degree of competence and confidence. (Target: Requires little to no support and guidance in connection to appropriate middle level assessment) | Semester | | | | | |
| Spring 2014  N=111 | Fall  2013  N=102 | Spring 2013  N=163 | Fall  2012  N=29 | Spring 2012  N=122 | Fall  2011  N=110 |
| Develops well constructed assessment instruments/procedures/performances | 3.667 | 3.706 | 3.706 | 3.643 | 3.689 | 3.591 |
| Uses appropriate and effective assessment technique(s) effectively | 3.766 | 3.755 | 3.736 | 3.651 | 3.721 | 3.591 |
| Produces evidence of student academic growth under his/her instruction. | 3.793 | 3.755 | 3.748 | 3.612 | 3.762 | 3.591 |
| Interprets and utilizes standardized/non-standardized test results. | 3.784 | 3.716 | 3.644 | 3.62 | 3.73 | 3.627 |

**Classroom Management Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Mean of Candidate Performance on Classroom Management Plan**  **(4 point scale)** | | | | | | |
| 1. Unacceptable 2. Approaching Expectations 3. Meets Expectations 4. Exceeds Expectations | Semester | | | | | |
| Spring 2014  N=83 | Fall  2013  N=118 | Spring 2013  N=145 | Fall  2012  N=115 | Spring 2012  N=141 | Fall  2011  N=153 |
| Classroom Procedures: What is the purpose of classroom procedures? How will you teach these routines to students? Identify a minimum of 5 classroom procedures and how they will benefit your classroom management. | 3.639 | 3.458 | 3.572 | 3.635 | 3.56 | 3.556 |
| Classroom Rules: What are your classroom rules? How did you develop these rules? Relate each rule to the compelling interest addressed. How will you convey these rules to students and parents? | 3.566 | 3.458 | 3.579 | 3.487 | 3.511 | 3.569 |
| Consequences: What are the consequences for students breaking the rules? What is the purpose of a consequence? Remember punish work is not acceptable, and the office is a last resort. | 3.59 | 3.381 | 3.572 | 3.626 | 3.638 | 3.627 |
| Individual and Group Motivation and Rewards: What will happen in your room when a student does something right? What forms of acknowledgment will be used? Be specific. How will you motivate and reward the diverse population? | 3.482 | 3.432 | 3.6 | 3.67 | 3.631 | 3.562 |
| Preventive and Supportive Discipline: Which techniques (minimum of 4) will you use to prevent discipline problems? Why? | 3.494 | 3.424 | 3.614 | 3.661 | 3.723 | 3.614 |
| Parental Involvement: How will you involve parents in your classroom? How will you communicate student progress? school events? | 3.494 | 3.364 | 3.621 | 3.661 | 3.723 | 3.627 |
| Classroom Arrangement: Attach sketch and explanation. | 3.47 | 3.449 | 3.648 | 3.635 | 3.674 | 3.556 |
| Application: Explain a classroom situation. Using your model, how will you deal with the inappropriate behavior? Describe the inappropriate behavior, your response to the behavior, and your response to the appropriate behavior. | 3.398 | 3.28 | 3.579 | 3.591 | 3.404 | 3.627 |
| Structure and Writing. | 3.048 | 3.229 | 3.49 | 3.4 | 3.518 | 3.497 |

Compass/LCET Capstone Methods

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mean of Candidate Performance on Compass/LCET Capstone Methods**  **(4 point scale)** | | | | | | | | | | | | | |
| 1 – *Ineffective* – Has not developed of used this skill in this lesson  2 – *Emerging* – Is beginning to incorporate the skill; requires support and guidance.  3 – *Proficient* – Uses this skill appropriately and competently: Requires occasional minimum support.  4 – *Highly Effective –* Uses this skill consistently with a high degree of competence and confidence: Requires little to no support and guidance. | | | Semester | | | | | | | | | | |
| Spring 2014  N=86 | Fall  2013  N=98 | | Spring 2013  N=101 | | Fall  2012  N=81 | | Spring 2012  N=133 | | | Fall  2011  N=116 |
| **PLANNING: The teacher plans effectively for instruction. *D.1. PLANNING and PREPERATION*** | | | | | | | | | | | | | |
| 1. | Specifies learner outcomes in clear, concise objectives *that indicate what students will learn (1c)* | | 3.291 | | 3.673 | | 3.337 | | 3.359 | | 3.549 | 3.647 | |
| 2. | Includes activity/activities that develop(s) objectives *to include higher order thinking (3b)* | | 3.442 | | 3.694 | | 3.455 | | 3.376 | | 3.541 | 3.595 | |
| 3. | Identifies and plans for individual differences | | 3.163 | | 3.531 | | 3.317 | | 3.331 | | 3.361 | 3.422 | |
| 4. | Identifies materials, other than standard materials, as needed for lesson | | 3.57 | | 3.837 | | 3.564 | | 3.497 | | 3.526 | 3.655 | |
| 5. | States method(s) of *formal and informal* evaluation to measure learner outcomes *throughout the lesson (3d)* | | 3.442 | | 3.755 | | 3.465 | | 3.409 | | 3.571 | 3.629 | |
| 6. | Develops short term and long term instructional plans based on state standards, benchmarks, and/or GLEs | | 3.134 | | 3.582 | | 3.406 | | 3.343 | | 3.511 | 3.491 | |
| 7. | Plans for the use of technology | | 3.477 | | 3.531 | | 3.515 | | 3.381 | | 3.526 | 3.629 | |
| **MANAGEMENT: The teacher maintains an environment conducive to learning, maximizes the amount of time available for instruction, and manages learner behavior to provide productive learning opportunities. *D.2. CLASSROOM ENVIRONMENT*** | | | | | | | | | | | | | |
| 1. | Organizes available space, materials, and/or equipment to facilitate learning | | 3.535 | 3.847 | | 3.604 | | 3.486 | | 3.632 | | | 3.707 |
| 2. | Promotes a positive learning climate | | 3.488 | 3.878 | | 3.505 | | 3.492 | | 3.534 | | | 3.672 |
| 3. | Manages routines and transitions in *an effective manner-students know and execute changes seamlessly (2c)* | | 3.221 | 3.684 | | 3.356 | | 3.387 | | 3.436 | | | 3.491 |
| 4. | Manages and/or adjusts allotted time for *all class activities, including individual and group learning (2c)* | | 3.326 | 3.551 | | 3.366 | | 3.343 | | 3.481 | | | 3.466 |
| 5. | Establishes expectations for learner behavior *and responsibility (2c)* | | 3.291 | 3.745 | | 3.307 | | 3.337 | | 3.361 | | | 3.44 |
| 6. | Uses monitoring techniques to facilitate learning *and offers academic feedback (3d)* | | 3.349 | 3.735 | | 3.406 | | 3.381 | | 3.346 | | | 3.509 |
| **INSTRUCTION:** **The teacher delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process.** | | | | | | | | | | | | | |
| 1. | | Initiates lesson effectively | 3.5 | 3.633 | | 3.475 | | 3.425 | | 3.564 | | | 3.664 |
| 2. | | Uses technique(s) which develop(s) lesson objective(s), *including high quality questioning (3b)* | 3.465 | 3.765 | | 3.495 | | 3.42 | | 3.549 | | | 3.603 |
| 3. | | Uses a variety of teaching materials to *intellectually engage students and to* achieve lesson objective(s) *(3c)* | 3.442 | 3.755 | | 3.485 | | 3.398 | | 3.474 | | | 3.586 |
| 4. | | Sequences lesson to promote learning *and student engagement (3c)* | 3.488 | 3.776 | | 3.436 | | 3.425 | | 3.564 | | | 3.647 |
| 5. | | Adjusts lesson *in response to evidence of student understanding (3d)* | 3.36 | 3.622 | | 3.426 | | 3.354 | | 3.436 | | | 3.517 |
| 6. | | Integrates technology into instruction | 3.465 | 3.469 | | 3.406 | | 3.376 | | 3.496 | | | 3.621 |
| 7. | | Presents content at a developmentally appropriate level | 3.581 | 3.888 | | 3.396 | | 3.519 | | 3.594 | | | 3.672 |
| 8. | | Presents accurate subject matter | 3.57 | 3.908 | | 3.574 | | 3.525 | | 3.624 | | | 3.698 |
| 9. | | Relates examples, unexpected situations, or current events to the content | 3.256 | 3.398 | | 3.287 | | 3.055 | | 3.211 | | | 3.328 |
| 10. | | Integrates content across the curriculum | 3.314 | 3.357 | | 3.406 | | 3.227 | | 3.301 | | | 3.353 |
| 11. | | Accommodates individual differences | 3.163 | 3.52 | | 3.198 | | 3.017 | | 2.977 | | | 3.181 |
| 12. | | Differentiates instruction to meet the needs of all students *(e.g., student choice, grouping, scaffolding)(3c)* | 3.105 | 3.449 | | 3.089 | | 2.972 | | 2.947 | | | 3.121 |
| 13. | | Demonstrates ability to communicate effectively with students | 3.512 | 3.878 | | 3.475 | | 3.42 | | 3.541 | | | 3.647 |
| 14. | | Exhibits enthusiasm toward the subject content | 3.465 | 3.867 | | 3.446 | | 3.448 | | 3.534 | | | 3.655 |
| 15. | | Stimulates and encourages higher order thinking at the appropriate developmental levels | 3.233 | 3.88 | | 3.188 | | 3.199 | | 3.143 | | | 3.353 |
| 16. | | Uses effective questioning techniques | 3.233 | 3.327 | | 3.228 | | 3.204 | | 3.263 | | | 3.379 |
| 17. | | Utilizes appropriate motivational techniques | 3.453 | 3.704 | | 3.416 | | 3.376 | | 3.466 | | | 3.586 |
| 18. | | Encourages student participation *by using strategies to ensure that most students are heard (3b)* | 3.57 | 3.776 | | 3.465 | | 3.514 | | 3.481 | | | 3.621 |
| 19. | | Utilizes an effective lesson closure *and/or reflection of learning (3c)* | 3.419 | 3.52 | | 3.436 | | 3.403 | | 3.534 | | | 3.586 |
| 20. | | Uses wait time *(3b)* | 3.058 | 3.194 | | 3.248 | | 3.232 | | 3.211 | | | 3.276 |

**Compass/LCET Content Methods**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mean of Candidate Performance on Compass/LCET Content Methods**  **(4 point scale)** | | | | | | | | | | | | |
| 1 – *Ineffective* – Has not developed of used this skill in this lesson  2 – *Emerging* – Is beginning to incorporate the skill; requires support and guidance.  3 – *Proficient* – Uses this skill appropriately and competently: Requires occasional minimum support.  4 – *Highly Effective –* Uses this skill consistently with a high degree of competence and confidence: Requires little to no support and guidance. | | Semester | | | | | | | | | | |
| Spring 2014  N=76 | Fall  2013  N=90 | | Spring 2013  N=100 | | Fall  2012  N=161 | | Spring 2012  N=170 | | | Fall  2011  N=103 |
| **PLANNING: The teacher plans effectively for instruction. *D.1. PLANNING and PREPERATION*** | | | | | | | | | | | | |
| 1. | Specifies learner outcomes in clear, concise objectives *that indicate what students will learn (1c)* | 2.408 | | 2.767 | | 2.49 | | 2.957 | | 2.471 | 2.689 | |
| 2. | Includes activity/activities that develop(s) objectives *to include higher order thinking (3b)* | 2.434 | | 2.667 | | 2.62 | | 2.988 | | 2.441 | 2.748 | |
| 3. | Identifies and plans for individual differences | 2.303 | | 2.611 | | 2.44 | | 2.919 | | 2.4 | 2.515 | |
| 4. | Identifies materials, other than standard materials, as needed for lesson | 2.461 | | 2.767 | | 2.61 | | 2.981 | | 2.459 | 2.709 | |
| 5. | States method(s) of *formal and informal* evaluation to measure learner outcomes *throughout the lesson (3d)* | 2.303 | | 2.711 | | 2.49 | | 2.901 | | 2.447 | 2.699 | |
| 6. | Develops short term and long term instructional plans based on state standards, benchmarks, and/or GLEs | 2.474 | | 2.778 | | 2.59 | | 3 | | 2.465 | 2.728 | |
| 7. | Plans for the use of technology | 2.368 | | 2.744 | | 2.55 | | 3.006 | | 2.465 | 2.709 | |
| **MANAGEMENT: The teacher maintains an environment conducive to learning, maximizes the amount of time available for instruction, and manages learner behavior to provide productive learning opportunities. *D.2. CLASSROOM ENVIRONMENT*** | | | | | | | | | | | | |
| 1. | Organizes available space, materials, and/or equipment to facilitate learning | 2.487 | 2.789 | | 2.59 | | 3.012 | | 2.482 | | | 2.738 |
| 2. | Promotes a positive learning climate | 2.487 | 2.844 | | 2.6 | | 2.969 | | 2.476 | | | 2.777 |
| 3. | Manages routines and transitions in *an effective manner-students know and execute changes seamlessly (2c)* | 2.329 | 2.744 | | 2.48 | | 2.901 | | 2.388 | | | 2.573 |
| 4. | Manages and/or adjusts allotted time for *all class activities, including individual and group learning (2c)* | 2.447 | 2.667 | | 2.49 | | 2.901 | | 2.418 | | | 2.592 |
| 5. | Establishes expectations for learner behavior *and responsibility (2c)* | 2.303 | 2.733 | | 2.44 | | 2.826 | | 2.365 | | | 2.592 |
| 6. | Uses monitoring techniques to facilitate learning *and offers academic feedback (3d)* | 2.355 | 2.8 | | 2.48 | | 2.907 | | 2.429 | | | 2.583 |
| **INSTRUCTION:** **The teacher delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process.** | | | | | | | | | | | | |
| 1. | Initiates lesson effectively | 2.487 | 2.8 | | 2.55 | | 2.969 | | 2.465 | | | 2.738 |
| 2. | Uses technique(s) which develop(s) lesson objective(s), *including high quality questioning (3b)* | 2.487 | 2.744 | | 2.54 | | 2.913 | | 2.459 | | | 2.728 |
| 3. | Uses a variety of teaching materials to *intellectually engage students and to* achieve lesson objective(s) *(3c)* | 2.461 | 2.789 | | 2.54 | | 2.95 | | 2.459 | | | 2.728 |
| 4. | Sequences lesson to promote learning *and student engagement (3c)* | 2.447 | 2.867 | | 2.56 | | 2.963 | | 2.424 | | | 2.709 |
| 5. | Adjusts lesson *in response to evidence of student understanding (3d)* | 2.447 | 2.678 | | 2.5 | | 2.925 | | 2.429 | | | 2.699 |
| 6. | Integrates technology into instruction | 2.382 | 2.678 | | 2.55 | | 2.975 | | 2.465 | | | 2.67 |
| 7. | Presents content at a developmentally appropriate level | 2.513 | 2.822 | | 2.61 | | 3.019 | | 2.459 | | | 2.767 |
| 8. | Presents accurate subject matter | 2.566 | 2.933 | | 2.66 | | 3.081 | | 2.518 | | | 2.825 |
| 9. | Relates examples, unexpected situations, or current events to the content | 2.395 | 2.678 | | 2.53 | | 2.919 | | 2.453 | | | 2.583 |
| 10 | Integrates content across the curriculum | 2.211 | 2.611 | | 2.39 | | 2.683 | | 2.247 | | | 2.447 |
| 11 | Accommodates individual differences | 2.329 | 2.522 | | 2.36 | | 2.907 | | 2.371 | | | 2.563 |
| 12 | Differentiates instruction to meet the needs of all students *(e.g., student choice, grouping, scaffolding)(3c)* | 2.079 | 2.478 | | 2.32 | | 2.776 | | 2.359 | | | 2.476 |
| 13 | Demonstrates ability to communicate effectively with students | 2.434 | 2.811 | | 2.63 | | 2.957 | | 2.429 | | | 2.709 |
| 14 | Exhibits enthusiasm toward the subject content | 2.553 | 2.778 | | 2.61 | | 2.975 | | 2.482 | | | 2.728 |
| 15 | Stimulates and encourages higher order thinking at the appropriate developmental levels | 2.382 | 2.733 | | 2.46 | | 2.851 | | 2.376 | | | 2.553 |
| 16 | Uses effective questioning techniques | 2.434 | 2.7 | | 2.5 | | 2.901 | | 2.435 | | | 2.592 |
| 17 | Utilizes appropriate motivational techniques | 2.408 | 2.722 | | 2.55 | | 2.944 | | 2.471 | | | 2.738 |
| 18 | Encourages student participation *by using strategies to ensure that most students are heard (3b)* | 2.461 | 2.811 | | 2.64 | | 3.037 | | 2.476 | | | 2.709 |
| 19 | Utilizes an effective lesson closure *and/or reflection of learning (3c)* | 2.434 | 2.733 | | 2.43 | | 2.857 | | 2.424 | | | 2.583 |
| 20 | Uses wait time *(3b)* | 2.276 | 2.622 | | 2.51 | | 2.907 | | 2.429 | | | 2.485 |

**Final Report Student Teaching (Compass/LCET)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mean of Candidate Performance on Final Report Student Teaching (Compass/LCET)**  **(4 point scale)** | | | | | | | | | |
| 1 – *Ineffective* – Has not developed of used this skill in this lesson  2 – *Emerging* – Is beginning to incorporate the skill; requires support and guidance.  3 – *Proficient* – Uses this skill appropriately and competently: Requires occasional minimum support.  4 – *Highly Effective –* Uses this skill consistently with a high degree of competence and confidence: Requires little to no support and guidance. | | | | Spring 2014  N=114 | Fall  2013  N=103 | Spring 2013  N=159 | Fall  2012  N=135 | Spring 2012  N=133 | Fall  2011  N=104 |
| **PLANNING: The student teacher/intern plans effectively for instruction. D.1. PLANNING & PREPARATION** | | | | | | | | | |
| 1. | Specifies learner outcomes in clear, concise objectives *that indicate what students will learn (1c)* | | | 3.877 | 3.874 | 3.931 | 3.844 | 3.902 | 3.885 |
| 2. | Includes activity/activities that develop(s) objectives *to include higher order thinking, questions & discussion (3b)* | | | 3.789 | 3.738 | 3.786 | 3.756 | 3.917 | 3.865 |
| 3. | Identifies and plans for individual differences | | | 3.553 | 3.573 | 3.667 | 3.548 | 3.564 | 3.538 |
| 4. | Identifies materials, other than standard materials, as needed for lesson | | | 3.886 | 3.942 | 3.912 | 3.911 | 3.94 | 3.885 |
| 5. | States method(s) of *formal and informal* evaluation to measure learner outcomes *throughout the lesson (3d)* | | | 3.789 | 3.786 | 3.83 | 3.763 | 3.88 | 3.798 |
| 6. | Develops short term and long term instructional plan based on state standards, benchmarks and/or GLE's | | | 3.746 | 3.835 | 3.836 | 3.793 | 3.812 | 3.769 |
| 7. | Plans for the use of technology | | | 3.798 | 3.806 | 3.83 | 3.83 | 3.812 | 3.885 |
| **MANAGEMENT: The student teacher/intern maintains an environment conducive to learning, maximizes the amount of time available for instruction, and manages learner behavior to provide productive learning opportunities. *D.2. CLASSROOM ENVIRONMENT*** | | | | | | | | | |
| 1. | Organizes available space, materials, and/or equipment to facilitate learning | | | 3.921 | 3.942 | 3.918 | 3.896 | 3.917 | 3.894 |
| 2. | Promotes a positive learning climate | | | 3.912 | 3.961 | 3.95 | 3.933 | 3.932 | 3.885 |
| 3. | Manages routines and transitions in *an efficient manner-students know and execute change seamlessly (2c)* | | | 3.702 | 3.757 | 3.73 | 3.674 | 3.737 | 3.663 |
| 4. | Manages and/or adjusts time for *all class activities, including individual and group learning (2c)* | | | 3.693 | 3.748 | 3.711 | 3.652 | 3.722 | 3.731 |
| 5. | Establishes expectations for learner behavior *and responsibility (2c)* | | | 3.781 | 3.825 | 3.811 | 3.815 | 3.842 | 3.779 |
| 6. | Uses monitoring techniques to facilitate learning | | | 3.798 | 3.874 | 3.811 | 3.785 | 3.85 | 3.817 |
| **INSTRUCTION:** **The student teacher/intern delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process. *D.3. INSTRUCTION*** | | | | | | | | | |
| 1. | | | Initiates lesson effectively | 3.886 | 3.874 | 3.912 | 3.793 | 3.857 | 3.856 |
| 2. | | | Uses technique(s) which develop(s) lesson objective(s), *including high quality questioning (3b)* | 3.702 | 3.728 | 3.717 | 3.726 | 3.932 | 3.856 |
| 3. | | | Sequences lesson to promote learning *and student engagement (3c)* | 3.877 | 3.883 | 3.893 | 3.859 | 3.872 | 3.885 |
| 4. | | | Uses available teaching material/s to achieve lesson objective (s) | 3.974 | 3.922 | 3.925 | 3.919 | 3.925 | 3.904 |
| 5. | | | Adjusts lesson when appropriate | 3.781 | 3.748 | 3.843 | 3.763 | 3.835 | 3.779 |
| 6. | | | Integrates technology into instruction | 3.789 | 3.786 | 3.824 | 3.83 | 3.827 | 3.856 |
| 7. | | | Presents content at a developmentally appropriate level | 3.868 | 3.932 | 3.874 | 3.904 | 3.94 | 3.856 |
| 8. | | | Presents accurate subject matter | 3.895 | 3.932 | 3.931 | 3.896 | 3.955 | 3.856 |
| 9. | | | Relates relevant examples, unexpected situations, or current events to the content | 3.737 | 3.777 | 3.774 | 3.756 | 3.782 | 3.721 |
| 10. | | | Integrates content across the curriculum | 3.649 | 3.718 | 3.597 | 3.63 | 3.639 | 3.683 |
| 11. | | | Accommodates individual differences | 3.561 | 3.709 | 3.642 | 3.533 | 3.571 | 3.51 |
| 12. | | | Differentiates instruction to meet the needs of all students | 3.588 | 3.592 | 3.629 | 3.474 | 3.617 | 3.5 |
| 13. | | | Demonstrates ability to communicate effectively with students | 5.842 | 3.942 | 3.918 | 3.867 | 3.895 | 3.846 |
| 14. | | | Stimulates and encourages higher order thinking at the appropriate developmental levels *(3c)* | 3.649 | 3.602 | 3.654 | 3.556 | 3.639 | 3.567 |
| 15. | | | Encourages student participation *through higher order questioning and engaging discussion (3b)* | 3.684 | 3.699 | 3.736 | 3.77 | 3.955 | 3.913 |
| 16. | | | Exhibits enthusiasm toward the subject content | 3.912 | 3.951 | 3.943 | 3.852 | 3.94 | 3.885 |
| 17. | | | Uses wait time | 3.781 | 3.825 | 3.78 | 3.763 | 3.759 | 3.731 |
| 18. | | | Uses effective questioning techniques | 3.719 | 3.796 | 3.73 | 3.719 | 3.759 | 3.721 |
| 19. | | | Utilizes appropriate motivational techniques | 3.86 | 3.893 | 3.836 | 3.756 | 3.872 | 3.846 |
| 20. | | | Utilizes an effective lesson closure and/or reflection of learning (3c) | 3.658 | 3.718 | 3.736 | 3.644 | 3.774 | 3.702 |
| **ASSESSMENT: The student teacher/intern demonstrates ability to access and facilitate student academic growth**. ***D.3d.*** | | | | | | | | | |
| 1. | | Consistently monitors ongoing performance of students | | 3.895 | 3.913 | 3.881 | 3.881 | 3.887 | 3.798 |
| 2. | | Uses appropriate and effective assessment techniques *with student contributions to unit criteria (3d)* | | 3.798 | 3.864 | 3.836 | 3.793 | 3.91 | 3.846 |
| 3. | | Provides *specific and timely* feedback to students regarding progress *(3d)* | | 3.904 | 3.854 | 3.912 | 3.822 | 3.902 | 3.875 |
| 4. | | Produces evidence of student academic growth under his/her instruction | | 3.798 | 3.835 | 3.862 | 3.778 | 3.872 | 3.808 |
| 5. | | Develops well-constructed assessment instruments/procedures/performances | | 3.807 | 3.796 | 3.799 | 3.77 | 3.782 | 3.75 |
| 6. | | Utilizes a variety of formal and informal assessment techniques to monitor student learning | | 3.825 | 3.874 | 3.906 | 3.778 | 3.88 | 3.788 |
| 7. | | Participates in grade level and subject area curriculum planning and evaluation | | 3.667 | 3.631 | 3.698 | 3.57 | 3.617 | 3.615 |

**Implemented Lesson Plan Methods**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Mean of Candidate Performance on Implemented Lesson Plan Methods**  **(4 point scale)** | | | | | | |
| 1. Unacceptable 2. Approaching Expectations 3. Meets Expectations 4. Exceeds Expectations | Semester | | | | | |
| Spring 2014  N=99 | Fall  2013  N=115 | Spring 2013  N=92 | Fall  2012  N=163 | Spring 2012  N=214 | Fall  2011  N=118 |
| Objectives | 3.222 | 3.617 | 3.543 | 3.442 | 3.248 | 3.483 |
| State Content Standards/Benchmarks/Grade Level Expectations | 3.384 | 3.565 | 3.609 | 3.491 | 3.308 | 3.551 |
| Introductory/Focusing/Anticipatory Set/Engagement/Motivation | 3.202 | 3.539 | 2.511 | 3.35 | 3.271 | 3.407 |
| Procedures/Activities/Experiences/Concept Development | 3.212 | 3.496 | 3.424 | 3.35 | 3.252 | 3.517 |
| Closure/Confirming | 3.212 | 3.574 | 3.587 | 3.399 | 3.234 | 3.407 |
| Assessment/Evaluation | 3.131 | 3.348 | 3.435 | 3.307 | 3.187 | 3.398 |
| Materials/Resources/References | 3.384 | 3.548 | 3.728 | 3.663 | 3.341 | 3.686 |
| Integration of Technology into Planning or Implementation | 3.313 | 3.443 | 3.533 | 3.442 | 3.229 | 3.466 |
| Student Centered | 3.222 | 3.522 | 3.446 | 3.313 | 3.257 | 3.492 |
| Diverse Learner Needs/Accommodations/Individual Differences | 3.131 | 3.383 | 3.315 | 3.288 | 3.187 | 3.364 |

**Lesson Plan Introductory Level**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Mean of Candidate Performance on Lesson Plan Introductory Level**  **(4 point scale)** | | | | | | |
| 1. Unacceptable 2. Approaching Expectations 3. Meets Expectations 4. Exceeds Expectations | Semester | | | | | |
| Spring 2014  N=76 | Fall  2013  N=112 | Spring 2013  N=94 | Fall  2012  N=132 | Spring 2012  N=98 | Fall  2011  N=146 |
| Objectives | 3.592 | 3.438 | 3.202 | 3.295 | 3.245 | 3.192 |
| State Content Standards/Benchmarks/Grade Level Expectations | 3.434 | 3.527 | 3.16 | 3.235 | 3.112 | 3.219 |
| Introductory/Focusing/Anticipatory Set/Engagement/Motivation | 3.592 | 3.429 | 3.223 | 3.341 | 3.235 | 3.212 |
| Procedures/Activities/Experiences/Concept Development | 3.408 | 3.357 | 3.149 | 3.167 | 3.092 | 2.979 |
| Closure/Confirming | 3.763 | 3.491 | 3.266 | 3.386 | 3.214 | 3.171 |
| Assessment/Evaluation | 3.25 | 3.241 | 3.053 | 3.076 | 3.041 | 2.993 |
| Materials/Resources/References | 3.842 | 3.473 | 3.266 | 3.409 | 3.245 | 3.274 |
| Integration of Technology into Planning or Implementation | 3.184 | 3.098 | 3 | 3.144 | 2.959 | 3.068 |
| Student Centered | 3.434 | 3.375 | 3.17 | 3.273 | 3.082 | 3.11 |
| Diverse Learner Needs/Accommodations/Individual Differences | 3.184 | 3 | 3.032 | 3.098 | 2.796 | 2.966 |

**ACEI Addendum Spring ’14, Fall ’13 & Spring ‘13**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Mean of Candidate Performance on Lesson Plan Introductory Level**  **(3 point scale)** | | | | | | |
| 1 = Does not meet the meet expectations for the standard.  2 = Meets expectations for the standard.  3 = Exceeds expectations for the standard. | Semester | | | | | |
| Spring 2014  N=16 | Fall  2013  N=26 | Spring 2013  N=20 |  |  |  |
| **2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;** | | | | | | |
| 2.1.a Candidates demonstrate knowledge of language development and reading acquisition and the variations related to diverse populations | 2.813 | 2.731 | 2.75 |  |  |  |
| 2.1.b Candidates teach the use of multiple strategies to help readers recognize words in print | 2.875 | 2.731 | 2.75 |  |  |  |
| 2.1.c Candidates demonstrate knowledge of strategies readers use to construct meaning from print and to monitor their comprehension | 2.813 | 2.692 | 2.85 |  |  |  |
| 2.1.d Candidates teach the conventions of language needed to compose oral and written texts for a range of purposes and audiences. | 2.75 | 2.654 | 2.8 |  |  |  |
| 2.1.e Candidates demonstrate skill in the creation of a high quality literate environment for the classroom that includes attention to books, electronic based information sources, and locally created materials | 2.813 | 2.846 | 2.8 |  |  |  |
| 2.1.f Candidates demonstrate knowledge and skill in creating a classroom culture that motivates students to engage in reading, writing, and oral language for personal growth, knowledge development, enjoyment and insight into the human experience. | 2.938 | 2.885 | 2.9 |  |  |  |
| 2.1.g Candidates demonstrate knowledge of ways to promote a critical stance toward the analysis and interpretation of texts that encourages multiple perspectives. | 2.688 | 2.615 | 2.7 |  |  |  |
| **2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;** | | | | | | |
| 2.2.a Candidates know and understand the fundamental concepts in the subject matter of physical, life, earth and space sciences. | 2.75 | 2.846 | 2.8 |  |  |  |
| 2.2.b Candidates use inquiry to learn fundamental concepts of science. | 2.75 | 2.846 | 2.8 |  |  |  |
| 2.2.c Candidates can design and implement age appropriate inquiry lessons to teach science. | 2.813 | 2.808 | 2.9 |  |  |  |
| 2.2.d Candidates can design age appropriate lessons to build student understanding of personal and social applications. | 2.75 | 2.808 | 2.9 |  |  |  |
| 2.2.e Candidates can design age appropriate lessons to convey the nature of science (as defined in the National Science Education Standards). | 2.75 | 2.808 | 2.9 |  |  |  |
| **2.3 2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;** | | | | | | |
| 2.3.a Candidates know and understand the fundamental concepts of numbers and integers and computational operations. | 2.813 | 2.885 | 2.85 |  |  |  |
| 2.3.b Candidates know, understand and apply algebraic principles. | 2.813 | 2.808 | 2.85 |  |  |  |
| 2.3.c Candidates model multidimensional shapes and use transformational principles. | 2.813 | 2.731 | 2.9 |  |  |  |
| 2.3.d Candidates demonstrate knowledge and use of measurement units and tools. | 2.875 | 2.808 | 2.9 |  |  |  |
| 2.3.e Candidates understand and use data analysis and probability concepts. | 2.813 | 2.769 | 2.9 |  |  |  |
| 2.3.f Candidates know, understand and apply the process of problem solving. | 2.75 | 2.846 | 2.8 |  |  |  |
| 2.3.g Candidates reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry. | 2.813 | 2.731 | 2.7 |  |  |  |
| 2.3.h Candidates communicate their mathematical thinking orally and in writing to peers, faculty, and others. | 2.75 | 2.769 | 2.8 |  |  |  |
| 2.3.i Candidates recognize, use, and make connections between and among mathematical ideas and in contexts outside of mathematics to build mathematical understanding. | 2.813 | 2.808 | 2.75 |  |  |  |
| 2.3.j Candidates use varied representations of mathematical ideas to support and deepen students’ mathematical understanding. | 2.75 | 2.846 | 2.85 |  |  |  |
| 2.3.k Candidates foster K-6 student use of appropriate technological tools. | 2.813 | 2.769 | 2.9 |  |  |  |
| **2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;** | | | | | | |
| 2.4.a Candidates know and understand major concepts and modes of inquiry from the social studies. | 2.75 | 2.808 | 2.8 |  |  |  |
| 2.4.b Candidates use the major concepts and modes of inquiry from the social studies to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. | 2.688 | 2.692 | 2.85 |  |  |  |
| **2.5 The arts—Candidates know, understand, and use—as appropriate to their own knowledge and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and visual arts as primary media for communication, inquiry, and engagement among elementary students.** | | | | | | |
| 2.5.a Candidates know and understand the content of dance, music, and theater as primary media for communication, inquiry, and insight among elementary students | 2.625 | 2.654 | 2.5 |  |  |  |
| 2.5.b Candidates know and understand the content of several visual arts as primary media for communication, inquiry, and insight among elementary students. | 2.625 | 2.692 | 2.75 |  |  |  |
| 2.5.c Candidates know functions and achievements of dance, music, and theater as primary media for communication, inquiry, and insight among elementary students. | 2.563 | 2.692 | 2.6 |  |  |  |
| 2.5.d Candidates know functions and achievements of visual arts as primary media for communication, inquiry, and insight among elementary students. | 2.625 | 2.731 | 2.75 |  |  |  |
| 2.5.e Candidates use the arts as primary media for communication, inquiry, and insight among elementary students. | 2.688 | 2.654 | 2.7 |  |  |  |
| **2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.** | | | | | | |
| 2.6.a Candidates know and understand the major concepts in the subject matter of health education | 2.688 | 2.731 | 2.75 |  |  |  |
| 2.6.b Candidates use the major concepts in the subject matter of health education to create opportunities for K-6 student development and practice of skills that contribute to good health. | 2.563 | 2.769 | 2.75 |  |  |  |
| **2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students..7 Physical education Supplemental Content Assessment—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.** | | | | | | |
| 2.7.a Candidates know and understand human movement | 2.688 | 2.769 | 2.85 |  |  |  |
| 2.7.b Candidates know and understand physical activity. | 2.688 | 2.769 | 2.8 |  |  |  |

**ACEI Addendum Fall ’12, Spring ’12 & Fall’11**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Mean of Candidate Performance on Lesson Plan Introductory Level**  **(4 point scale)** | | | | | | |
| 1. Has not developed or used this skill  2. Is beginning to incorporate this skill  3. Uses this skill appropriately and competently  4. Uses this skill consistently with a high degree of competence and confidence | Semester | | | | | |
|  |  |  | Fall  2012  N=51 | Spring 2012  N=32 | Fall  2011  N=31 |
| **Integrates reading and the other language arts into developmentally appropriate lessons** |  |  |  | 3.843 | 4 | 3.774 |
| Understands concepts and skills in the life, physical, and earth sciences and utilizes them to develop a scientific base in children |  |  |  | 3.784 | 3.813 | 3.774 |
| Knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data. |  |  |  | 3.686 | 3.938 | 3.774 |
| Understands and uses all areas of the social studies to teach concepts and skills that promote citizenship in a multicultural world |  |  |  | 3.706 | 3.75 | 3.742 |
| Is knowledgeable about the arts, music, drama, and dance, planning and carrying out effective lessons in each area |  |  |  | 3.49 | 3.875 | 3.548 |
| Knows and utilizes health concepts and skills to help promote healthy lifestyles in children |  |  |  | 3.627 | 3.875 | 3.548 |
| Understands and effectively teaches physical education skills and concepts |  |  |  | 3.275 | 3.563 | 3.581 |
| Reflects on and evaluates each lesson, noting areas for improvement. |  |  |  | 3.863 | 3.938 | 3.774 |
| Works with parents through notes, conferences, PTA meetings, Family Nights, etc. |  |  |  | 3.706 | 3.719 | 3.71 |

**EI-CEC Addendum Spring 2014**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Mean of Candidate Performance on Lesson Plan Introductory Level**  **(4 point scale)** | | | | | | |
| 1. Has not developed or used this skill 2. Is beginning to incorporate this skill 3. Uses this skill appropriately and competently 4. Uses this skill consistently with a high degree of competence and confidence | Semester | | | | | |
| Spring 2014  N=4 | Fall  2013  N=5 | Spring 2013  N=5 | Fall  2012  N=6 | Spring 2012  N=2 | Fall  2011  N=1 |
| Applies knowledge about the characteristics of exceptionalities and multiple philosophical influences on the eary development and learning needs of young children with exceptionalities. | 3.75 | 3.8 | 3.8 | 3.667 | 4 | 3 |
| Effectively plans, implements and evaluates behavior management strategies for young children with exceptional learning needs. | 3.75 | 3.8 | 3.6 | 3.667 | 4 | 2 |
| Applies knowledge of family and community characteristics to his/her work with young children with exceptional learning needs to support and empower them through respectful and reciprocal relationships. | 4 | 4 | 3.8 | 3.667 | 4 | 3 |
| Implements a developmental and functionally appropriate stimuli wich environment that employs materials, media, and technology, including adaptive and assistive technology. | 3.75 | 4 | 3.8 | 3.667 | 4 | 2 |
| Uses observation, documentation, and other developmentally appropriate assessment tools and practices (families concerns, resources and priorities) in a responsible manner with infants and young children with exceptionalities and their families. | 3.5 | 4 | 4 | 3.667 | 4 | 3 |
| Individually supports and facilitates a young child's interactions with peers, family, and community through the use of appropriate communication strategies and supports. | 3.75 | 4 | 4 | 3.667 | 4 | 3 |
| Plans and implements developmentally and individually appropriate intervention strategies that meet the individualized needs of young children and their families, that affirms and respects family, cultural and linguistic diversity. | 3.75 | 4 | 3.8 | 3.667 | 4 | 3 |
| Involves himself/herself with the early childhood special education field while upholding ethical standards and other professional guidelines. | 4 | 4 | 4 | 3.833 | 4 | 3 |
| Engages in informed advocacy for young children with exceptional learning needs, their families, and the early childhood special education profession and assists the family in planning for transitions. | 3.25 | 4 | 4 | 3.833 | 3 | 1 |
| Uses instructional practices based on knowledge of the child, family, community, and the curriculum and prepares young children for successful transitions. | 4 | 4 | 3.8 | 3.667 | 4 | 1 |

**English Addendum Spring 2014**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Mean of Candidate Performance on Lesson Plan Introductory Level**  **(4 point scale)** | | | | | | |
| 1. Has not developed or used this skill 2. Is beginning to incorporate this skill 3. Uses this skill appropriately and competently 4. Uses this skill consistently with a high degree of competence and confidence | Semester | | | | | |
| Spring 2014  N=15 | Fall  2013  N=6 | Spring 2013  N=12 | Fall  2012  N=7 | Spring 2012  N=12 | Fall  2011  N=14 |
| Includes activities that teach steps in the writing process (pre-writing, drafting, and revision) | 3.8 | 3.667 | 4 | 3.714 | 3.917 | 3.786 |
| Provides activities that engage students in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms | 3.867 | 3.833 | 3.833 | 3.714 | 4 | 3.857 |
| Implements activities that emphasize varied uses and purposes for language in communication | 3.867 | 4 | 3.917 | 3.857 | 3.917 | 3.857 |
| Models the use of Standard English in classroom situations while validating studnets' home and/or native language/dialect | 3.933 | 4 | 4 | 4 | 4 | 3.714 |

**Foreign Language Addendum Spring 2014**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Mean of Candidate Performance on Lesson Plan Introductory Level**  **(4 point scale)** | | | | | | |
| 1. Has not developed or used this skill 2. Is beginning to incorporate this skill 3. Uses this skill appropriately and competently 4. Uses this skill consistently with a high degree of competence and confidence | Semester | | | | | |
| Spring 2014  N=1 | Fall  2013 N=0 | Spring 2013  N=3 | Fall  2012  N=3 | Spring 2012  N=0 | Fall  2011  N=2 |
| Creates a classroom environment that supports language learning and acquisition | 4 |  | 4 | 4 |  | 4 |
| Demonstrates a satisfactory level of proficiency in the target language. | 4 |  | 4 | 4 |  | 4 |
| Provides maximum opportunities for students to communicate meaningfully in the target language using the interpersonal and presentational modes. | 3 |  | 3.667 | 4 |  | 3.5 |
| Introduces and practices vocabulary in context | 4 |  | 4 | 4 |  | 4 |
| Teaches grammar as the vehicle for using the target language to communicate in real-world contexts. | 4 |  | 4 | 4 |  | 4 |
| Provides opportunities for students to practice oral interpersonal communication in pairs and in small groups. | 3 |  | 3.333 | 4 |  | 4 |
| Provides opportunities for students to interpret authentic oral and printed texts. | 4 |  | 4 | 3.667 |  | 3.5 |
| Integrates culture into instruction by engaging students in exploring the relationships between and among cultural products, practices, and perspectives. | 4 |  | 3.667 | 3.667 |  | 4 |
| Integrates standards in planning, instruction, assessment. | 3 |  | 4 | 4 |  | 4 |
| Assesses students' progress through contextualized assessment practices | 4 |  | 4 | 4 |  | 4 |

**NAEYC Addendum Spring 2014**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Mean of Candidate Performance on Lesson Plan Introductory Level**  **(4 point scale)** | | | | | | |
| 1. Has not developed or used this skill 2. Is beginning to incorporate this skill 3. Uses this skill appropriately and competently 4. Uses this skill consistently with a high degree of competence and confidence | Semester | | | | | |
| Spring 2014  N=15 | Fall  2013  N=19 | Spring 2013  N=24 | Fall  2012  N=17 | Spring 2012  N=25 | Fall  2011  N=16 |
| The student teacher applies knowledge of the characteristics of young children and multiple influnces on development and learning to his/her work with young children | 3.733 | 3.842 | 3.917 | 4 | 4 | 3.813 |
| The student teacher uses developmental knowledge to create healthy, respectful, supportive, and challenging DAP learning experinces | 3.733 | 3.895 | 3.958 | 4 | 4 | 3.875 |
| The student teacher applies knowledge of family and community characteristics to his/her work with young children | 3.667 | 3.947 | 3.875 | 3.941 | 3.92 | 3.875 |
| The student teacher supports and empowers families/communities through respectful, reciprocal relationships as well as by involving familes, communities in their children's development, learning, and assessment | 3.667 | 3.579 | 3.75 | 3.412 | 3.84 | 3.625 |
| The student teacher uses observation, documentation, and other developmentally appropriate assessment tools/approaches in an appropriate responsible manner | 3.733 | 4 | 3.958 | 3.941 | 4 | 3.813 |
| The student teacher uses postivie relationships, supportive interactions, and effective approaches/strategies to build meanigful curriculum | 3.6 | 3.895 | 3.958 | 4 | 4 | 3.875 |
| The student teacher understands central concepts, inquiry tools, and structures of content areas or academic disciplines. | 3.6 | 3.947 | 3.875 | 3.941 | 3.92 | 3.875 |
| The student teacher uses his/her own knowledge as well as other resources to design, implement, and evaluate meaningful, challenging DAP curriculum to promote postive outcomes | 3.733 | 4 | 3.917 | 4 | 4 | 3.875 |
| The student teacher involves himself/herself with the early childhood field while upholding ethical standards and other professional guidelines | 3.8 | 4 | 3.958 | 4 | 4 | 3.813 |
| The student teacher engages in informed advocacy for children and the profession | 3.733 | 4 | 3.958 | 4 | 3.96 | 3.813 |

**NCSS Addendum Spring 2014**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Mean of Candidate Performance on Lesson Plan Introductory Level**  **(4 point scale)** | | | | | | |
| 1. Has not developed or used this skill 2. Is beginning to incorporate this skill 3. Uses this skill appropriately and competently 4. Uses this skill consistently with a high degree of competence and confidence | Semester | | | | | |
| Spring 2014  N=12 | Fall  2013  N=4 | Spring 2013  N=11 | Fall  2012  N=8 | Spring 2012  N=10 | Fall  2011  N=11 |
| Possesses the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity. | 3.75 | 3.75 | 4 | 3.875 | 3.8 | 3.818 |
| Possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time and can place historical narratives in the proper chronological framework. | 3.917 | 3.75 | 4 | 4 | 4 | 3.909 |
| Possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people and places. | 4 | 3.75 | 3.909 | 4 | 3.9 | 4 |
| Possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development. | 3.833 | 3.75 | 4 | 3.625 | 3.6 | 3.909 |
| Possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals and groups | 3.833 | 3.75 | 4 | 4 | 3.8 | 3.818 |
| Possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of authority and governance. | 3.917 | 3.75 | 3.909 | 4 | 3.7 | 4 |
| Possesses the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services. | 3.833 | 3.75 | 3.818 | 4 | 3.7 | 3.909 |
| Possesses the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of technology and society. | 3.75 | 3.5 | 4 | 4 | 3.9 | 3.909 |
| Possesses knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections. | 3.917 | 3.75 | 3.818 | 3.875 | 3.8 | 4 |
| Possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices. | 4 | 3.75 | 3.909 | 4 | 3.8 | 4 |

**NCTM Addendum 2014**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Mean of Candidate Performance on Lesson Plan Introductory Level**  **(4 point scale)** | | | | | | |
| 1. Has not developed or used this skill 2. Is beginning to incorporate this skill 3. Uses this skill appropriately and competently 4. Uses this skill consistently with a high degree of competence and confidence | Semester | | | | | |
| Spring 2014  N=17 | Fall  2013  N=7 | Spring 2013  N=2 | Fall  2012  N=5 | Spring 2012  N=6 | Fall  2011  N=0 |
| Participates in professional mathematics organizations and uses their print and online resources | 3.294 | 3.857 | 3.5 | 3.8 | 3.333 |  |
| Demonstrates knowledge of research results in the teaching and learning of mathematics | 3.588 | 3.571 | 3.5 | 3.8 | 3.5 |  |
| Demonstrates the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding, and to help students develop and test generalizations | 3.706 | 3.857 | 4 | 3.6 | 4 |  |
| Develop lessons that use technology's potential for building understanding of mathmatical concepts and developing important mathematical ideas | 3.647 | 3.714 | 4 | 3.6 | 3.667 |  |

**Science Addendum Spring 2014**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Mean of Candidate Performance on Lesson Plan Introductory Level**  **(4 point scale)** | | | | | | |
| 1. Has not developed or used this skill 2. Is beginning to incorporate this skill 3. Uses this skill appropriately and competently 4. Uses this skill consistently with a high degree of competence and confidence | Semester | | | | | |
| Spring 2014  N=4 | Fall  2013  N=1 | Spring 2013  N=3 | Fall  2012  N=2 | Spring 2012  N=6 | Fall  2011  N=2 |
| Engages students in studies of the major concepts principles, theories, laws, and interrelationships of their field(s) of licensure | 3.75 | 4 | 4 | 4 | 4 | 4 |
| Engages students in studies of the unifying concepts of science | 3.75 | 3 | 4 | 4 | 3.833 | 4 |
| Engages students in studies of the important personal and technological applications of science in their field(s) of licensure | 3.5 | 4 | 4 | 4 | 3.667 | 4 |
| Engages students in designing, conducting, reporting and evaluating investigations in science | 4 | 3 | 4 | 4 | 3.833 | 3 |
| Engages students in the use of mathematics to process and report data and to solve problems in their field(s) of licensure | 3.75 | 4 | 3.333 | 4 | 3.833 | 3.5 |
| Engages students in studies of the nature of science, including the history and development of scientific knowledge and the philosophical tenets and values that distinguish science from nonscience | 3.75 | 4 | 3.667 | 4 | 4 | 3.5 |
| Engages students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner | 3.75 | 4 | 4 | 4 | 3.833 | 3.5 |
| Engages students in the analysis of personal and/or social problems, including considerations of risks, costs and benefits of alternative solutions | 3.75 | 2 | 3.333 | 4 | 3.833 | 3 |
| Engages students in activities that relate science to resources and stakeholders in the community or to the resolution of issues important to the community | 3.5 | 2 | 4 | 4 | 3.833 | 3 |
| Practices safe and proper techniques for the preparation, storage, dispensing, supervision and disposal of all materials used in science instruction | 4 | 4 | 4 | 4 | 3.833 | 4 |
| Follows emergency procedures, maintains safety equipment, and ensures safety procedures are appropriate for the activities and abilities of students | 4 | 4 | 3.667 | 4 | 4 | 4 |
| Treats all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respects legal restrictions on their collections, keeping and use | 4 | 4 | 4 | 4 | 3.833 | 4 |