

**Senior Block Portfolio Notebook  
Elementary 4310**



**NGU**

*Christ Makes the Difference*

COLLEGE OF  
EDUCATION

TEACHER EDUCATION PROGRAM  
NORTH GREENVILLE UNIVERSITY

**P. O. Box 1892  
Tigerville, SC 29688-1892**

**FALL 2019**

## Assignments for Senior Block Teacher Candidates

Teacher Candidate is to:

- Document and reflect upon planning, instruction, assessment, classroom management and professional development. The purpose of this exercise is to give you the opportunity to reflect on your growth over the semester.
- Document in a variety of professional development activities participated in during the semester including seminars, faculty meetings, and any other activity beyond the classroom.
- A one –week detailed unit plan, which is implemented with teaching 3 days.
- Classroom Teaching
  - After the first two weeks the teacher candidate should teach a minimum of one lesson per day in a variety of classroom settings that would include but not be limited to individual, small and whole group instruction, activities, mini lesson, etc.
  - By the end of the semester the teacher candidate should have taught a minimum of two lessons in each of the four content areas (math, science, social studies, and language arts) over the course of the semester.
  - Cooperating teachers provide written feedback about the teacher’s candidate’s lesson and teaching at least once a week through provided form. These eight lessons should include at least one observation of each of the following classes: math, social studies, science, language arts, integration of the arts, and integration of physical education. The teacher candidate is responsible for collecting these forms and turning them into the professor of record.
  - NGU Supervisors will complete a formal evaluation on two lessons. The teacher candidate is responsible for collecting these forms and turning them into the professor of record.

### Summary

Weeks 1 and 2:           Observe and assist teacher with classroom activities

Weeks 3 to 10:           Teach minimum of two lessons each week (Total 16)

After mid-term: Schedule your one-week unit to teach 3-4 lessons. Be sure to complete the unit prior to Thanksgiving.

Lesson Plan Template. NOTE: The ADEPT 4.0 Lessons must be scripted.

Name: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Date of Lesson: \_\_\_\_\_

**Lesson Title:**

**State Standard:**

**Learning Objective(s):** The student will be able to:

**Essential Question(s)/Learning Target:**

**Assessment:** How will you know that the students met the objectives (s) of the lesson?

**Things to include:** How will assessments accommodate for the differences in the students? Are the assessments formative or summative? How will you record what they learned?

How would you re-teach this in a different way for those who do not achieve mastery?

**Materials and Supplies/Technologies and Outside Resources:**

**Things to include:** List all necessary items for teacher and students. Give short description including title and author of any books used. Give the web address for any websites used.

**Opening:** Hook; Essential Question/Learning Target

**Things to include:** How will you begin/introduce the lesson? How will prior learning be activated?

**Instructional Input:** This is your actual instruction.

**Modeling:** What will you do to demonstrate what students should know?

**Development of Critical Thinking and Problem Solving:**

Things to include: Develop three or more questions on the upper levels of Bloom's Taxonomy. Identify the level that corresponds to each question and embed these questions into your script.

Question	Level

**Guided Practice:** Opportunity for students to practice the new learning you have modeled. Describe the guided practice activity and include ways you will monitor student progress. List students' accommodations. \* How will students' individual differences in rates of learning, styles of learning, interests, and needs be accommodated? Include activities for the auditory, visual, and kinesthetic learner.

**Closure:** Re-state the Essential Question/Learning Target. How will you review your lesson, summarize, and bring closure?

**Independent Practice:** Reinforce or extend the practice to master content/skill. This could be homework or it could be an independent assignment done during class, including an assessment.

**\* Types of Accommodation:**

- ESOL
- Special Education
  - Resource or inclusion
  - Physical Handicaps (visual, hearing, physical)
  - Speech and Language
- Learning Disabilities (what areas)
- Early Finishers
- Gifted Learners

**Reflection:** *A reflection is written after each lesson plan is taught. See the written lesson plan rubric for the content requirements of the reflection. The reflection is due within 24 hours of completing the lesson.*

**Lesson Plans are submitted to the supervisor and cooperating teacher at least 72 hours before teaching. You will receive Domain 1 & 3 Checklist back on the plan. The corrected copy should be available to the supervisor and cooperating teacher before the lesson (a paper copy).**

**Written Lesson Plan Rubric      Fall 2019**

	<b>Exemplary (4.000 pts)</b>	<b>Proficient (3.000 pts)</b>	<b>Needs Improvement (2.000 pts)</b>	<b>Unsatisfactory (1.000 pt)</b>
	Always 100%	Often 70-99%	Sometimes 40-69%	Rarely 0-39%
<b>State Standards (1.000, 8%)</b>	Lesson plan contains addressed standards. Standards are appropriate for the grade level and accommodate the needs, interests, and abilities of the students.	Lesson plan may not clearly indicate standards addressed. Some standards may not be appropriate for the grade level or may not accommodate the needs, interests and abilities of the students.	Plans do not indicate standards addressed, or they address standards that are inappropriate for grade level and students' interests and abilities.	Plans do not indicate a state standard.
<b>Learning Objectives and Anticipatory Set (1.000, 8%)</b>	Plans relate the objectives, instruction, and assessment to students' needs, interests and abilities. Plans show the alignment of instruction and assessment activities to objectives based on curriculum standards.  The hook is evident and aligned to standards and objectives. It is engaging and captures student interest.	Plans may not clearly relate objectives, instruction, and assessment to students' needs, interests, and abilities. Instruction and assessment activities are not clearly aligned to objectives based on curriculum standards.  The hook is evident and aligned to either the standards or objectives, but not both It is engaging and captures student interest..	The relationship of objectives, instruction, and assessment to students' needs, interests, and abilities is very limited. Alignment of instruction and assessment activities to each other and/or to objectives based on curriculum standards is very limited. A hook is evident but lacks alignment to standards and objectives. It captures student interest.	Plans do not indicate learning objectives. There is no evidence of a hook.
<b>Materials (1.000, 8%)</b>	Materials used go beyond textbook to other sources to ensure comprehensive and accurate presentation of content. Resources, materials, and technologies used are chosen with a view to presenting information from a variety of cultural perspectives and in a variety of formats to meet learners' needs and	Materials used go beyond textbook to other sources but are not comprehensive in the presentation of content. Some resources, materials, and technologies used are chosen with a view to presenting information from a variety of cultural perspectives. Some resources, materials, and technologies present	Materials used may go beyond textbook to other sources but are not comprehensive or may present some inaccurate content information. Resources, materials, and technologies used are limited in presenting information from a variety of cultural perspectives. Few resources and materials meet	Materials used are not developmentally appropriate or accurate and are limited.

	<p>abilities. Materials used are age-appropriate and include a minimum of 2 of the following: Audiovisual Multimedia Online services Texts representing various perspectives and genres Additional resources for learning centers Manipulatives</p>	<p>information in a variety of formats to meet learners' needs and abilities. Materials used are age-appropriate but include only one of the following: Audiovisual Multimedia Online services Texts representing various perspectives and genres Additional resources for learning centers Manipulatives</p>	<p>learners' needs and abilities. Materials used are accurate but do not go beyond textbook. No provision for additional center materials.</p>	
<p><b>Teaching: Activities &amp; Procedures (3.000, 25%)</b></p>	<p>Plans for instruction indicate how information about students impacts the implementation and evaluation of instruction by describing the specific accommodations to be made. Instructional strategies used accommodate differences in rates of learning and styles. Plans build on students' prior learning and development. Plans provide for integration of content across disciplines in instructional activities. Manipulatives were used to promote child understanding.</p>	<p>Some accommodations are made in the implementation of instruction based on information about students. Some instructional strategies used accommodate differences in rates of learning and styles. Portions of plans build on students' prior learning and development. There is some evidence of integration and content across disciplines in instructional activities. Manipulatives were not used.</p>	<p>Few accommodations were made in the implementation of instruction based on information about students. Instructional strategies are limited in accommodating the differences in rates of learning and styles. Activation of students' prior learning and development are limited or missing. Few instructional activities provide for integration of content across disciplines.</p>	<p>Activities are not aligned to the lesson content. Procedures that enhance and facilitate student learning are not in place.</p>
<p><b>Questioning &amp; Higher Order Thinking (2.000, 16%)</b></p>	<p>Plans provide students an opportunity to develop critical thinking and problem-solving skills. Activities and assessments address</p>	<p>Plans provide limited opportunities for students to develop critical thinking and problem solving skills. Activities and assessments only address</p>	<p>Instructional activities only promote single solution problems. Activities and assessments only address the lowest level of Bloom's</p>	<p>Questioning at higher levels is omitted. Critical thinking is not developed.</p>

	various levels of Bloom's taxonomy, but focus on at least 3 of the higher levels.	2 levels of Bloom's taxonomy, or focus on lower levels.	taxonomy.	
<b>Closure (1.000, 8%)</b>	The closure of the lesson is easily identifiable and includes a summing activity that checks for student understanding. The EQ is re-stated and addressed.	The closure of the lesson is easily identifiable but does not include a summing activity that checks for student understanding. The EQ is re-stated and addressed.	The closure of the lesson is not identifiable and does not include a summing activity that checks for student understanding. The EQ is re-stated but not addressed.	Closure is not evident.
<b>Assessment (2.000, 16%)</b>	Assessment is clearly aligned to the standards, objectives and instruction. Assessment strategies are appropriate for students' ability and developmental levels. Assessment is clearly related to students' needs, interests, and abilities. Assessment has a student activity, a proper recording mechanism and a plan for re-teaching.	Alignment of assessment to standards, objectives, and instruction is not complete. Some assessment strategies are inappropriate for students' ability and developmental levels. Parts of assessment are related to students' needs, interests, and abilities. Assessment has two of the following: a student activity, a proper recording mechanism and a plan for re-teaching.	Assessment is not clearly aligned to the standards, objectives, and instruction. Assessment strategies are inappropriate for students' ability and developmental levels. There is limited evidence that the assessment is related to students' needs, interests, and abilities. Assessment has only one of the following: a student activity, a proper recording mechanism and a plan for re-teaching.	Assessment is not aligned to the standards, objectives or instruction.
<b>Reflection (1.000, 8%)</b>	Reflection addresses areas of improvement and the areas that were good. Thoughtful and meaningful comments are given for changes in the next lessons.	Reflection mentions areas for improvement and the areas that were good, but does not accurately address how areas of improvement can be addressed.	Reflection mentions areas for improvement but does not address what went well and how areas of improvement can be addressed.	No reflection.

The Digital Student Teacher Portfolio Assignment has been revised.

Digital Student Teacher Portfolio Assignment and Rubric

### **Revision**

Student Teacher Portfolio

Please include the required items for each section; each item should be free of errors demonstrating your highest quality work and attention to detail. Questions will be answered during the Student Teaching Orientation.

## **Digital Student Teaching Notebook**

### **Introduction section**

Philosophy of Education

Resume

Copies of Praxis Scores

### **Section 1: Domain 1, Instruction**

ADEPT4.0 Lesson w/ Pre and Post Conference and **Reflection**

Domain 1 & 3 checklist, include a copy of all evaluations from student teaching.

(You will do one ADEPT 4.0 lesson in pre-student teaching/methods and one in Student teaching.)

### **Section 2: Domain 2, Planning**

*a. Demographic information* from at least four diverse areas tied to a classroom with graphs and explanations

*b. Four or more weeks, full-time plans (showing alignment of standards, objectives, EQ, and assessment on the Planning Matrix)*

*c. The Content-Focused Unit Analysis: See assignment for details*

*d. Reflection on the planning and use of the demographics in planning unit and full-time plans. Use the Domain 2: Planning with Demographics Reflection*

### **Section 3: Domain 3, Environment**

Classroom Rules/Managing Student Behavior Plan

**Domain 3 & 4 Video Reflection** on student teaching using the questions provided.

### **Section 4: Domain 4, Professionalism**

**Domain 3 & 4 Video Reflection**--Oral Language Rubric may be used to assess the video mechanics. Use the questions provided.

List of professional development opportunities/research/memberships (PTO, ILA, NGU Organizations: NCTM, NCTE, ECA, TEA)

AOD self-assessment: January and April

AOD by the cooperating teacher: midterm and final

Collaborative effort by COE faculty

Revised Fall 2019



Digital Portfolio Rubric: All products not previously assessed.

<b>Criteria</b>	<b>Exemplary - 4</b>	<b>Proficient -3</b>	<b>Needs Improvement-2</b>	<b>Unsatisfactory - 1</b>
<b>Full-time teaching unit plans</b>				
<b>Classroom rules and behavior management plan</b>				
<b>Domain 3 &amp; 4 Video Reflection</b>				
<b>List of Professional Development entries</b>				
<b>AOD Self-Assessment</b>				
Includes all sections, easy to navigate, includes required items produced in student teaching, free from errors, layout is logical Sends link to supervisor by due date	Includes all sections, easy to navigate, includes required items produced in student teaching, free from errors, layout is logical Sends link to supervisor by the due date	Includes all sections, easy to navigate, includes all but one or two required items produced in student teaching, has one or two errors, errors, layout is logical, sends link to supervisor no later than one day beyond the due date.	Includes all sections, easy to navigate, includes most required items produced in student teaching, has some error, sends link to supervisor no more than two days beyond the due date.	Includes all sections, easy to navigate, includes some required items produced in student teaching, has many errors, Sends link within one week of the due date.

## *Student Impact Project*

Follow the progress of one struggling reader over the duration of the course. Specifically, you will use assessment techniques to study the behaviors of one child and prepare a final reflection and synthesis paper describing:

1. ***The reader's strengths and needs at initial assessment.*** This description should include: (a) *Fountas and Pinnell Benchmark Assessment* reading records of the child reading a hard (frustrational level) text, an instructional level text, and an independent level text (see pages 47 and 126–27 of *WRS*). NOTE: Even if the teacher has already assessed the child, you must do the assessment. You can compare your findings to the teacher's. Write a one-two page summary (12 pt font, double-spaced) of your observations that specifically discusses the reader's strengths (what he or she currently knows and can do) and what the reader needs to learn next. (Chapters 4 and 5 of *WRS* provide some examples that will help you write this summary.) Include screen shots of the assessment records to support your intervention plan. Use the template provided in class to write your intervention plan. **Assessment Summary #1 and Intervention Plan due to Bb for Dr. Miller's feedback and approval October 2 at 11:59 pm.**
2. ***Evidence of progress each week.*** For the Intervention Plan, you will be working with the child 2-3 times per week, for 2-4 weeks (**October 8-November 1.**) (The intervention frequency and duration is flexible due to the teacher's schedule and time constraints, but needs to be 4-12 sessions). Each time, take observational notes (using the template provided in class), which you can screen shot or type up for your final paper. **At the end of the intervention period, write a one to two page summary of the new learning and provide evidence. You will turn this summary # 2 in with the final reflection and synthesis paper.**

### ***3. One to One Intervention Instruction***

- ❖ As noted above, you will work with one child as part of this course. You can tutor this child individually for 15-30 minutes for each session.
- ❖ Select texts and materials based on your initial assessment. Many chapters of *WRS* will be helpful, as well as the Serravallo text. You can use the frameworks suggested in Chapter 21 of *WRS* to help you design lessons, but adjust them to meet the needs of the child.
- ❖ Use the template provided in class. Include in your lessons: (1) reading a new text at either the instructional or independent level; (2) writing about reading (each session or every other session); and (3) excellent phonics instruction.

- ❖ Preplan lessons for each session. Use the lesson plan template provided in class. You will be submitting these lesson plans with the Final Reflection and Synthesis Paper.
4. ***The reader's strengths and needs at final assessment.*** This description should include: (a) running records or reading records of the child reading a hard text, an instructional level text, and an independent level text (see pages 47 and 126–27 of *WRS*). Write a summary of your observations that specifically discusses the reader's strengths (what he or she now knows and can do) and what the reader needs to learn next. Identify and describe two teaching practices/moves that you think were especially effective. (Again, Chapters 4 and 5 of *WRS* provide some examples that will help you write this summary.) **Include screen shots of the assessment records to support this one to two page summary # 3.**
  
  5. ***A summary of the evidence of new learning that you observed during the period of the project.*** Include in this two-three page summary a discussion of changes in reading or writing behavior, as well as any attitudinal changes (student and/or yours) you noticed as you worked with the child. **This summary #4 is the reflection and synthesis part, where you reflect on the impact of the intervention on student learning. Include all parts of the project and submit to Bb by 11:00 am November 26. Be prepared to share about your SIP in class November 26 and 28.**

Adapted by Dr. Michele Miller from *Guide for Professional Development Using When Readers Struggle: Teaching that Works* by Irene Fountas and Gay Su Pinnell, Fall 2018.

Synthesis Paper Rubric is on the next page.

<b>Skills</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<p><b>Summary # 2 (1-2 pages)</b>  <i>After the intervention period, discuss the new learning and provide evidence.</i></p>	<p>Uses specific and convincing examples from the intervention period.</p>	<p>Uses relevant examples from the intervention period.</p>	<p>Uses incomplete or vaguely developed examples from the intervention period.</p>	<p>No examples from the intervention period are given.</p>
<p><b>Summary # 3 (1-3 pages)</b>  <i>Summary of your observations that specifically discusses the reader's strengths (what he or she now knows and can do) and what the reader needs to learn next.</i></p>	<p>Demonstrates a conscious and thorough understanding of the reader's strengths and what the reader needs to learn next. Describes in depth two teaching practices that were especially effective.</p> <p>Uses class texts to support claims in your own writing, making insightful and applicable connections.</p>	<p>Demonstrates a thoughtful understanding of reader's strengths and what the reader needs to learn next. Describes two teaching practices that were effective.</p> <p>Uses class texts to support claims in your own writing, making applicable connections.</p>	<p>Demonstrates a limited of the reader's strengths and what the reader needs to learn next. This reflection needs revision. Describes one teaching practice that was effective.</p> <p>Uses incomplete or vaguely developed examples from class texts.</p>	<p>Demonstrates little or no understanding of the reader's strengths and what the reader needs to learn next. This reflection needs revision. Does not describe effective teaching practices.</p> <p>No examples from the texts are used.</p>
<p><b>Summary #4 (2-3 pages)</b>  <i>Reflect on the impact of the intervention on student learning. Note attitudinal changes (student and/or yours).</i></p>	<p>Uses specific and convincing examples and discusses the impact of the intervention period on student learning.</p>	<p>Uses relevant examples and discusses impact of the intervention period on student learning.</p>	<p>Uses incomplete or vaguely developed examples in discussion of impact of the intervention period on student learning.</p>	<p>No examples are given of the impact of the intervention period on student learning.</p>

<b>Language use</b>	Uses sophisticated language that is precise and engaging.	Uses language that is fluent and original.	Uses language that is vague or imprecise.	Uses language that is unsuitable for the audience and purpose.
<b>Conventions, Spelling, Grammar</b>	Demonstrates control of the conventions, spelling, and grammar with essentially no errors, even with sophisticated language. APA citations are correct.	Demonstrates control of the conventions, spelling, and grammar. APA citations are correct.	Demonstrates limited control of the conventions, spelling, and grammar. APA citations are incorrect.	Demonstrates little or no control of the conventions, spelling, and grammar.. APA citations are incorrect.

**Student Impact Project Synthesis Paper RUBRIC**

**TOTAL:**

Candidate:  
School:

Unit Title:  
Cooperating Teacher:

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
SCCCR Standards					
Student Learning Objective					
Anticipatory Set Hook/Intro					
Materials and Supplies					
Teaching/Instructional Process					
Input					
Monitoring					
Check for Understanding					
Guided Practice					
Closure					

Independent practice					
Assessment					
Reflection					
Accommodations					

Attach any relevant materials.

You will lay out the unit and then create 4 lessons, hopefully in ELA where you will cover the four type of lesson plans required.

**FIELD EXPERIENCE  
COHORT  
Senior – Elementary**

Name \_\_\_\_\_ Semester: \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

**ATTENDANCE LOG**

Week No.	Tuesday		Thursday		Teacher's Initials
	In	Out	In	Out	

Total Number of Hours \_\_\_\_\_

Total Number of Weeks \_\_\_\_\_

\_\_\_\_\_  
Cooperating Teacher's Signature

\_\_\_\_\_  
Student Signature



Please document a variety of strategies that you have observed and you have used in your classroom. At the end of the field placement, you will write a comprehensive reflection about what you learned about planning, instruction, assessment, classroom management and professional development. Only list what you have seen or done. Then you will reflect on the outcomes of one or two activities in each section in your Field Experience Reflection Paper. Paper should be 3 or more pages, double-spaced, 12 pt, Times New Roman. Include this compiled list with the paper.

Planning strategies	Observed (date)	Used (date)
Instructional strategies		
Assessment strategies		
Classroom management strategies		
Professional Development activities		

## **Content-Focused Unit and Analysis Assignment**

Purpose: The purpose of the assignment is for student teachers to plan and implement a content-focused unit including using demographics for planning and analysis, administering assessments, and analyzing results across 4 demographic areas: male/female, Socio-Economic Status, Ethnicity/race, and Exceptionalities including: IEPs, 504s, resource, gifted, and ESOL.

All parts of the Content-focused Unit are due one week after the post-tests are complete. Upload all components to the Digital Portfolio or give a link to the Unit Folder.

### **Element 1: Part 1 of Demographics:**

1. Collection of demographics specific to the students in the content-focused unit. Collect the four sets of demographic data and put into 4 graphs. Under each graph include a caption of what the graph is telling you in terms of planning and accommodations and the source of the information. Although, student surveys can be used to understand students and their interests, the below four graphs are required. These demographic graphs set the stage for planning using demographic information and are also used during analysis to check for gaps in learning and/or teacher biases.
2. 4 demographic areas: male/female, Socio-Economic Status, Ethnicity/race, and Exceptionalities (such as: IEPs, 504s, resource, gifted, and ESOL.)

### **Element 2: Unit Plan**

1. Using the NGU Unit matrix, create your unit plan (length of time varies with the grade level for one or more weeks) showing alignment of standards, essential questions and assessment. This can be done by giving details and **highlighting the alignment**. Using an electronic highlighter, show the **alignment** of the standard, objective, EQ, instruction and assessment. Point the evaluator to this alignment in the unit matrix and again in the observed planned lessons and the ADEPT 4.0 scripted lesson plan.
2. Using a **different highlighter color**, show where the demographics were used in the plan and the instruction. You will need to reflect on this later and this will guide your reflection as you see how you incorporated student differences, needs, cultures, and interests in your lesson plan and instruction.
3. An electronic copy of the NGU Unit Planning Matrix is in the Shared folder. Make a copy of this and save it to your drive. Highlight the **Alignment** and **demographics** on the Unit Planning Matrix.

### **Element 3: Assessment Plan**

1. Include a copy of the pre-assessment and the post-assessment. Mark the assessments using **highlighter to show alignment** of standard, objective and where they are assessed in the assessments.
2. Include copies of all formative assessments. Label them by the lesson plans in which they occur. **Highlight the alignment** to the daily objective in the lesson plan outline of the NGU Unit Matrix.

### **Element 4: Evidence of student achievement**

1. Analyze the pre-test data with **an item analysis spreadsheet** showing the questions missed. Analyze the post-test data with **an item analysis spreadsheet** showing the questions missed. Do not use student names. A sample is provided. Analyze the gains made between the pre and the post assessment. **Use different color highlighters to mark** the high, medium, and low achiever on the item analysis. See sample below.
2. Describe your formative assessments and generalize about how well students did and how you used your formative assessment information to improve lessons. Give details.

3. Create a comparison graph of the pre-test and post-test item analysis. Example below.
4. Going back to the demographics, create graphs showing how females and males gained from pre to post-assessments. Show how ethnic groups gained. Show how Free and reduced groups gained. Show how each diverse group gained. You will use this to check for gaps in learning and/or biases. Write a caption telling what the analysis tells you in terms of student performances and why you believe there may have been some variation in performance. Samples below. In this focus on demographics, you are comparing the % gains for each group from the Pre and Post test.

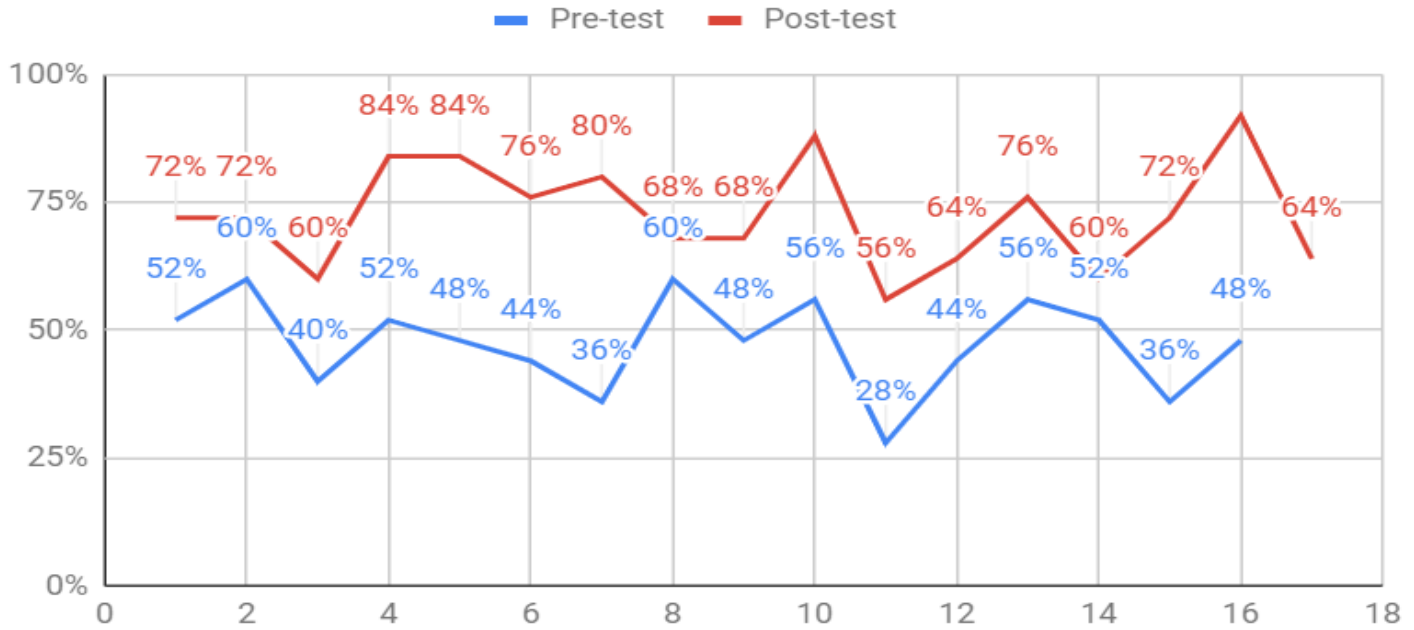
**Element 5: Reflections on student achievement**

1. Using specific data and results discuss how well your students did in learning the content of your unit. Explain how the diverse groups gained during the Unit based on your graphs. Discuss any student who did not gain or meet your expectations and explain why. Be detailed in discussing gains giving concrete examples.
2. Identify 2-4 areas for improvement. Be specific in what you need to change should you teach this unit again based on student data analysis in order to see higher gains.
3. Identify 1-2 areas for further research and study to be better prepared in the future to teach the same content and to differentiate material for all learners.
4. The reflection should be specific, thorough, targeted, and meaningful. Explain what the students learned and what data showed that they learned and explain why some students did not perform as expected.

**Assessment Item Analysis**

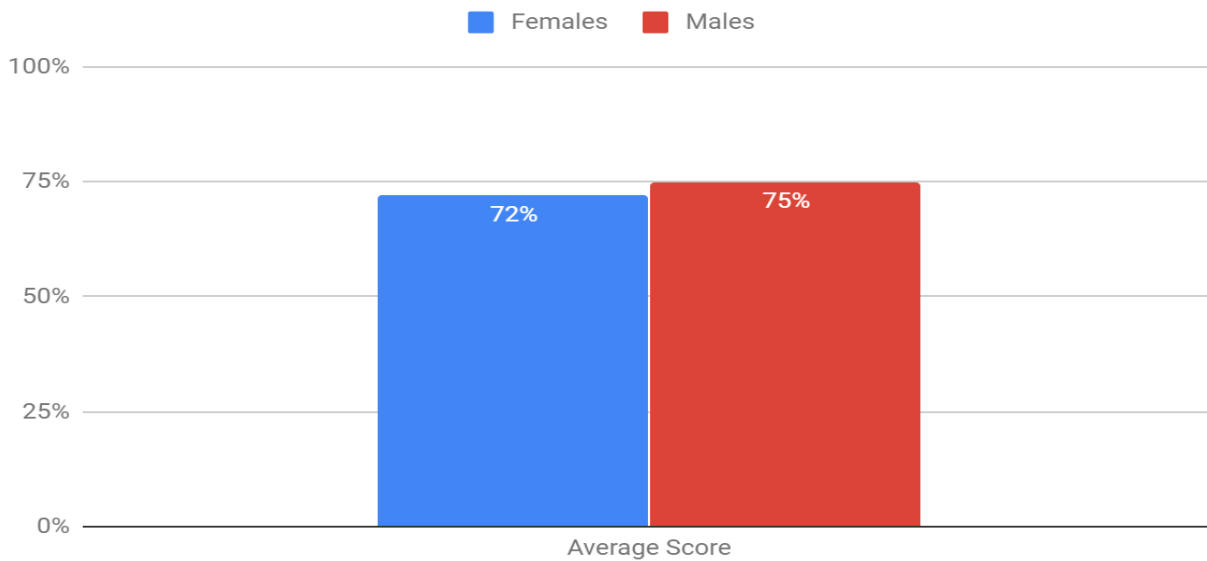
Student	Question s Correct	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	13	x		x		x	x				x		x	x			x	x		x		x		x			
2	16			x	x								x	x	x			x	x			x			x		High
3	10			x	x		x			x	x	x	x	x			x	x		x		x	x		x	x	
4	13				x				x		x			x	x		x	x	x	x	x	x		x			
5	12			x	x		x	x			x	x	x	x	x			x			x	x	x				Med
6	11	x			x		x	x			x	x		x			x	x	x	x	x	x			x		
7	9	x	x	x			x		x		x	x		x	x		x	x	x	x		x	x		x		
8	15			x	x						x	x	x	x			x		x		x	x					
9	12			x			x				x	x	x	x	x		x	x	x		x	x					Med
10	14				x		x				x		x	x	x		x	x	x			x		x			
11	7			x			x	x	x		x	x	x	x		x	x	x		x	x	x	x	x	x	x	low
12	11			x	x	x	x		x		x		x	x		x	x	x		x	x				x		
13	14			x	x		x				x			x			x		x		x			x	x	x	
14	9	x	x				x	x	x	x		x	x	x	x	x	x	x	x	x					x		
15	9	x	x				x	x	x	x		x	x	x	x	x	x	x	x	x					x		
16	12	x	x				x	x			x		x	x		x	x	x	x	x		x					
17	0	A	A																								

## Comparison Data



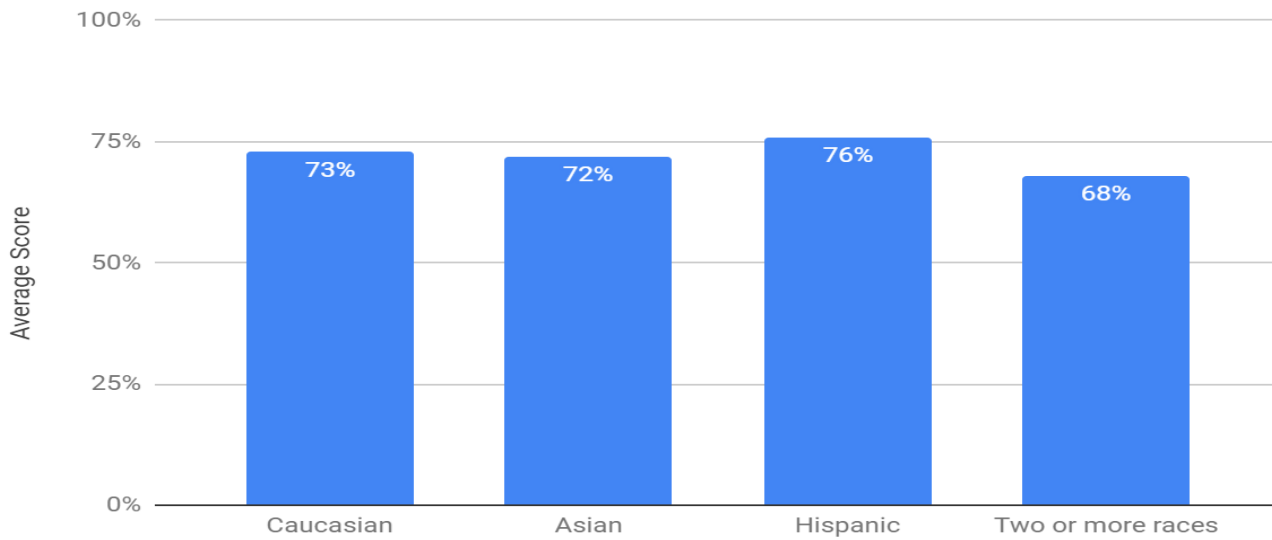
This can be a line graph like this one or a bar graph showing pre- and post-scores. Discuss the gains made by students in the class.

## Gender Average



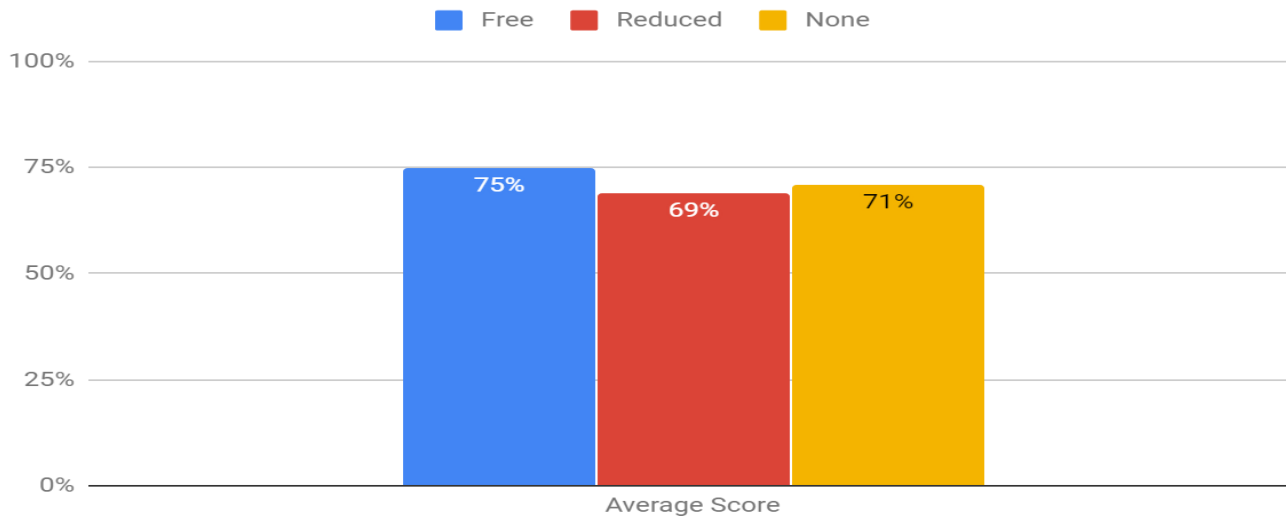
The females performed slightly lower than the males. The primary reason for this difference is interest. The females in this class chose math as their least favorite subject.

## Ethnicity Average



The two or more races category scored the lowest. The number of students in this category is low and one of them missed 3 days during the unit.

## Free/reduced lunch Average



The reduced lunch group showed lower scores. Among them are 4 IEPs and 2 504s and 1 ESOL student. There are learning difficulties along with economic differences that impacted their performances on the assessment.

Content	Focused Unit	& Analysis	Rubric	
Element	Exemplary - 4	Proficient -3	Needs Improvement - 2	Unsatisfactory - 1
<p><b>Element 1 – Demographics</b> Part 1: Description of the classroom context and the students taught (must include: male/female, ethnicity/race, SES, Exceptionalities including ESOL)</p> <p>Weight 1 or 10%</p>	<p>Demographic description of context and student characteristics contains rich, in-depth information on 4 or 5 documented categories, has graphs of the class, includes academic and non-academic information, Describes the source of the data, Graphs have captions describing the significance of the information to instruction and the sources.. Captions are insightful and analytic and relate to student needs.</p>	<p>Demographic description of context and student characteristics contains rich, in-depth information from the 4 required and documented sources, has graphs of the class, Describes the source of the data and include captions on each graph describing the significance related to planning and instruction.</p>	<p>Demographic description of context and student characteristics contains rich, in-depth information from t 3 required and documented sources, gives the source of the data</p>	<p>Demographic description of context and student characteristics contains rich, in-depth information from 2 required and documented sources.</p>
<p><b>Element 2 –</b> Description of the desired learning outcomes for this unit of instruction and Instructional plans (unit plan matrix, lessons as required by the school or for announced observations)</p> <p>Weight 2 or 20%</p>	<p>Objective are clearly stated and aligned with curriculum standards and/or indicators. Includes specific essential questions/ I can statements to guide learning that align to objective. Instructional plans are well written, clear and free of errors. Lesson plans are on NGU unit matrix, Uses demographic information in planning, Includes specific accommodations based on demographics Lessons build on each other.Matrix has details and materials go beyond the textbook. Very engaging lessons are planned. Highlight alignment and highlight demographic uses.</p>	<p>Objectives are clearly stated and aligned with curriculum standards. Includes specific essential questions/ I can statements that align to objectives to guide learning. Instructional plans are well written, clear and have no more than 2 errors. Lesson plans are on NGU unit matrix, Uses demographic information in planning. Accommodations based on demographics are highlighted. Lessons build on each other. Matrix has sufficient detail and highlights alignments.</p>	<p>Objectives are clearly stated and aligned with curriculum standards. Includes specific essential questions/ I can statements that align to objectives to guide learning. Instructional plans are well written, clear and have no more than 4 errors and on NGU unit matrix.</p>	<p>Objectives are clearly stated and aligned with curriculum standards. Includes specific essential questions/I can statements that align to objectives to guide learning. Instructional plans are well written, clear and have no more than 6 errors and on NGU unit matrix.</p>

<p><b>Element 3 –</b> Assessment plan, including pre-and post-assessment outcomes, showing alignment with objectives and instruction. Samples of formative daily assessments are included. Explanations of changes in the unit based on assessment is given.</p> <p>Weight 2 or 20%</p>	<p>Assessment plan indicates clear highlighted alignment with objectives and instructional activities. Student characteristics, including prior learning and development, are taken into account for all students. The pre and post assessment are included. Expectations for performance are appropriately high for all students. Assessments used in the unit are appropriate and varied. Consistent and actionable feedback is given to students. Explains what instructional adjustments were made due to formative assessments. Copies or descriptions of formative assessments are included. Name these assessments on the unit matrix. How did formative assessments impact instruction? There is evidence of differentiation of instruction.</p>	<p>Assessment plan indicates clear highlighted alignment with objectives and instructional activities and highlighted to show the alignment in objectives, lessons and assessments. Student characteristics, including prior learning and development, are taken into account for all students. The pre and post assessment are included. Expectations for performance are appropriately high for all students. Assessments used in the unit are appropriate and varied. Copies or descriptions of formative assessments are included. Name these assessments on the unit matrix. How did formative assessments impact instruction?</p>	<p>Assessment plan indicates clear alignment with objectives and instructional activities. Student characteristics, including prior learning and development, are taken into account for all students. Expectations for performance are appropriately high for all students.</p>	<p>Assessment plan indicates clear alignment with objectives and instructional activities. Student characteristics, including prior learning and development, are taken into account for all students.</p>
<p><b>Element 4 –</b> Evidence of student achievement (student gains, accomplishment of outcomes) acquired from analysis of pre-and post-assessments of all students in the class highlight on the spreadsheet the high, medium and low achievers using three colors. Include an item analysis of pre and post. Discuss performances based on diverse graphs.</p> <p>Weight 2 or 20 %</p>	<p>Use of appropriate technology, to carry out in-depth analysis of individual students’ strengths and weaknesses, such as <b>item analysis</b> of assessment instruments pre and post test.. Color code the high, medium, and low student performance. Student teachers use analysis to clearly interpret and communicate student performance data. Student teachers analyze assessment data across multiple diverse categories and check for biases. Student teachers pinpoint student needs and increase student learning and are able to report performance to the cooperating teacher and parents. Provides actionable feedback to the students. Student Teachers use research to improve learning and differentiation.</p>	<p>Use of appropriate technology, to carry out in-depth analysis of individual students’ strengths and weaknesses, including <b>item analysis</b> of assessment instruments pre and post test. Color code the high, medium, and low student on the assessment. Student teachers use analysis to clearly interpret and communicate student performance data. Student teachers pinpoint student needs and increase student learning. Student teachers analyze assessment data across multiple diverse categories and check for biases. Focus on student gains across demographic groups.</p>	<p>Use of appropriate technology, to carry out in-depth analysis of individual students’ strengths and weaknesses, such as item analysis of assessment instruments. Student teachers use analysis to clearly interpret and communicate student performance data.</p>	<p>Use of appropriate technology, to carry out in-depth analysis of individual students’ strengths and weaknesses, such as item analysis of assessment instruments.</p>

<p><b>Element 5 –</b> Reflections on student achievement, results, unit content, instructional process, assessments</p> <p>Weight 3 or 30 %</p>	<p>Student teacher’s reflection identifies specific factors affecting student learning, includes possible ways to modify such instruction in ways that will enhance student learning. Student teacher reflection presents a plan to help all students learn, and identifies appropriate resources and techniques for doing so. Student teachers measure student gains across four demographic groups and identify biases that may exist. Reflection includes specific data on which decisions are made. Student teacher checks for biases by analyzing four demographic groups on the gains in learning and reflects on those results. Shows depth of insight into student learning and how to improve lessons. Student teacher demonstrates an understanding of student needs and how to meet those needs</p>	<p>Student teacher’s reflection identifies specific factors affecting student learning, includes possible ways to modify such instruction in ways that will enhance student learning. Student teacher reflection presents a plan to help all students learn, and identifies appropriate resources and techniques for doing so. Student teachers measure student gains across four demographic groups. Reflection explains how formative data influenced lessons.</p>	<p>Student teacher’s reflection identifies specific factors affecting student learning, includes possible ways to modify such instruction in ways that will enhance student learning. Student teacher reflection presents a plan to help all students learn, and identifies appropriate resources and techniques for doing so.</p>	<p>Student teacher’s reflection identifies specific factors affecting student learning, includes possible ways to modify such instruction in ways that will enhance student learning.</p>
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**Content-focused unit and analysis assessment rubric and score sheet 5.3.19**

**Content-focused Unit and Analysis Scoring Guide Worksheet**

Name: \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_

Element	4	3	2	1	Calculate	Score	Comments
Element 1: Demographics					X 1		
Element 2: Unit Matrix with alignment					X 2		
Element 3: Assessments used					X 1		
Element 4: Assessment Analysis					X 2		
Element 5: In-depth reflection on student performance					X 3		
Total					Divide by	9	Average score:



**Domain 2: Planning with Demographics Reflection: Demographics Part 2:**

The purpose of the assignment is to create thoughtful and meaningful lessons for the students in all classes/subjects that meet their needs, and include their cultures and interests. The second part of the planning with demographics is related to the FULL-TIME TEACHING. During this portion of student teaching, units are planned for all classes and the alignment of standards, EQs/I can statements, objectives, instruction and assessment should be highlighted on the planning matrix. Using a separate color, highlight all the areas where demographics are used to accommodate and/or include cultural elements or student interests. At this time, additional graphs may be created if additional classes have been added, school demographic graphs, and a 2-page narrative describing the community in which the school is located. (Areavibes.com may be a good resource for the narrative.) Student teachers demonstrate their understanding of all classes, the school and community demographics using 2 sources. Using this data, the unit plans are constructed. At the close of the FULL-TIME TEACHING, candidates will write a detailed reflection on the use of demographics for planning and how analyzing assessment data in light of demographics enhanced their understanding of student diversity and learning needs. The following scoring guide is used to assess the Reflection paper and the expanded demographic information on the additional classes (if appropriate), the school, and the community. The paper is due one week after the last day of FULL-TIME TEACHING. It should be uploaded to the digital portfolio. FULL-TIME TEACHING is defined in the Student Teaching Handbook.

	<b>Performance Standard</b>	<b>Exemplary 4</b>	<b>Proficient 3</b>	<b>Needs Improvement 2</b>	<b>Unsatisfactory 1</b>
<b>D E M O G R A P H I C S</b>	Reflection on impact of planning using demographic information is insightful and detailed. Facts are consistently linked to topic and discussed with highly effective explanations.				
	Community demographic information in paper is factually accurate and the interpretation of facts is insightful, sophisticated, and consistent. Number of sources meets requirement. (2)				
	School demographic information is factually accurate and the interpretation of fact is insightful, sophisticated, and consistent. Number of sources meets requirement. (2)				
	Paper meets stated length requirements. Paper contains virtually no mechanical errors. Minimum 2 pages to max 3 pages.				

Candidate: \_\_\_\_\_ Unit Title \_\_\_\_\_

Content Area: \_\_\_\_\_ Cooperating teacher: \_\_\_\_\_

<b>Unit Matrix</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
SCCCR standards					
Essential Questions/ I can statements					
Objectives/align to instruction and assessments					
Introduction					
Learning activities					
Assessments					
Technology					

Accommodations					
Closure					
Higher order thinking or real contexts/application or problem solving or justifying positions/answers					

Attach all relevant materials for the unit. Provide the unit plans to the cooperating teacher and the NGU Supervisor for review and input.

**Domain 1: Lesson Reflection**

<b>R E F L E C T I O N</b>	<b>Performance Standard</b>	<b>Exemplary 4</b>	<b>Proficient 3</b>	<b>Needs Improvement 2</b>	<b>Unsatisfactory 1</b>	
	Candidate writes paper that makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation explaining what students learned and giving details based on the assessment for the lesson.					
	In the Reflection Paper, candidate offers (2-3) specific actions to improve his/her teaching.					
	In the Reflection Paper, candidate accepts responsibility (for personally) contributing to school improvement.					
	Reflection Paper meets stated length requirement of a minimum of 1.5 pages. Paper contains virtually no mechanical errors.					

This reflection, along with the lesson plan or unit plan, and the Domain 1 & 3 Checklists are used to evaluate individual lessons, which are taught in the field experience and student teaching. The ADEPT 4.0 lesson has additional requirements such as scripting, sending to the NGU Supervisor 72 hours in advance, having a pre-conference, adjusting the lesson plan based on the conference, teaching the lesson, reflecting on the lesson and having a post conference.

**ADEPT 4.0: The Domain 1 & 3 Checklist for all taught lessons**

Student Name: \_\_\_\_\_ Date of Observation: \_\_\_\_\_ Observer: \_\_\_\_\_  
 Grade Level: \_\_\_\_\_ Subject: \_\_\_\_\_ Lesson Topic: \_\_\_\_\_

Domain 1: Instructional Indicators Checklist: **Exemplary = 4(90- 100%), Proficient =3(60%-89%), Need Improvement- 2 (30-59%), Unsatisfactory-1(0-29%)**

	4	3	2	1	Comments
<b>1. Standards and Objectives:</b> Aligned, Connected to previous learning, and Communicated; Evidence of Mastery of the Objective.					
<b>2. Motivating Students:</b> Content is Relevant, Engaging, and Meaningful; Effort is rewarded					
<b>3. Presenting Instructional Content:</b> Examples given, Clear and concise information in a logical sequence, Expectations modeled by teacher					
<b>4. Lesson Structure and Pacing:</b> Appropriate Beginning, Middle, End. Efficient transitions and material distribution, Timely pacing					
<b>5. Activities and Materials:</b> Varied, Relevant, Challenging, and Teacher Made; Support lesson objectives; Variety; Technology is used by teacher and/or students					
<b>6. Questioning:</b> Variety of Bloom's levels that are linked to LO, Responses in varied formats, Wait time evident; Teacher and Student generate High Order Questions					
<b>7. Academic Domain 1 &amp; 3 Checklistback:</b> Specific, meaningful, frequent, used for instructional monitoring and adjusting					
<b>8. Grouping Students:</b> Enhance learning; Roles assigned; Goals set and learning evaluated; Accountability for individuals is evident					
<b>9. Teacher Content Knowledge:</b> Accurate knowledge of subjects; Subject specific strategies utilized; Key concepts connected to other ideas; Sufficient depth of content					
<b>10. Teacher Knowledge of Students:</b> Understands and anticipates needs, Differentiates instruction, incorporates interests and cultural heritage, allows opportunity for mastery					
<b>11. Thinking/problem solving:</b> Provides opportunities to: generate a variety of ideas/solutions, analyze problems, and share information.					
<b>Domain 3: Environmental Indicators Checklist</b>					
<b>1. Expectations:</b> Teacher sets high and demanding academic expectations for every student; Teacher encourages students to learn from mistakes; Teacher creates learning opportunities where all students can experience success;					
<b>2. Managing Student Behavior:</b> Students are well-behaved and on task; Teacher reinforces rules and expectations for learning and behavior; The teacher uses techniques such as positive Domain 1 & 3 Checklistback, intrinsic motivation, and/or consequences to maintain appropriate student behavior;					
<b>3. The Classroom Environment:</b> Is organized; Supplies, equipment, and resources are easily and readily accessible for all students.					
<b>4. Respectful Culture:</b> Teacher-student interactions demonstrate caring and respect for one another; Students are encouraged to exhibit care and respect for one another.					



### **Unit Plan:**

The unit plan is implemented in your pre-student teaching to mirror your Content Focused Unit Analysis. You will create an assessment or assessments to analyze the needs of the students for the unit. You will create demographic data and charts for the students in your classroom. You will plan daily lesson plans and experiences based upon your assessment of the students and their demographic information highlighting the alignment of objectives, assessments, instruction and demographics.

You will have detailed lesson plans for each activity carried out. At the end of each lesson there will be a formative assessment and the data gathered on the students' progress. You will reflect on the progress of the students after each lesson and explain what changes you made to the next lesson based upon student performance on the previous lesson.

After you have completed the four of five lessons with the students, you will once again assess the students with a post-test and chart their progress using data and graphs. You will reflect on your ability to impact student learning based upon student performance. You will explain the student gains in learning and identify ways to change the unit in order to create more learning opportunities for all students. You are teaching one content lesson daily.

Advantages of this approach: 1. You are planning for real students. 2. You will learn to adjust lessons and approaches based on what works best for particular students. 3. You will learn how to reflect on student progress and adjust lessons to meet student needs. 4. You will learn how to be reflective and to analyze student data and use it to drive instructional decisions. 5. This process mirrors the Content Focused Unit Plan Analysis in student teaching. 6. You will gain valuable understanding of how students learn, where students struggle, timing and pacing, assessments and analyzing data, and making informed instructional decisions based on individual student needs.

Once you have mapped out your plan, you will demonstrate how analysis of student progress has shaped changes and led to different instructional approaches. You will analyze your effectiveness in impacting student learning based on assessment data. You will write a reflection explaining the student performances and what surprised you the most. You will include graphs of performance over two areas of diversity and explain the student gains over the unit.

**Domain 1: ADEPT 4.0 Lesson Pre and Post Conference Reflection**

	<b>Performance Standard</b>	<b>Exemplary 4</b>	<b>Proficient 3</b>	<b>Needs Improvement 2</b>	<b>Unsatisfactory 1</b>
<b>R E F L E C T I O N</b>	Candidate makes thoughtful and accurate assessments of the effectiveness of the lesson as evidenced by the self- reflection after each observation.	Always 100%	Often 80%	Sometimes 50%	Rarely 20%
	Candidate offers (2-3) specific actions to improve his/her teaching.	Always 100%	Often 80%	Sometimes 50%	Rarely 20%
	Candidate accepts personal responsibility contributing to school improvement.	Always 100%	Often 80%	Sometimes 50%	Rarely 20%
	Paper meets length requirement- minimum of 1.5 pages. Paper contains virtually no grammatical and mechanical errors.	Always 100%	Often 80%	Sometimes 50%	Rarely 20%

**Domain 2 Planning with Demographics Reflection**

	<b>Performance Standard</b>	<b>Exemplary 4</b>	<b>Proficient 3</b>	<b>Needs Improvement 2</b>	<b>Unsatisfactory 1</b>
<b>D E M O G R A P H I C S</b>	Reflection on impact of planning using demographic information is insightful and detailed. Facts are consistently linked to topic and discussed with highly effective explanations.	Always 100%	Often 80%	Sometimes 50%	Rarely 20%
	Community demographic information in paper is factually accurate and the interpretation of fact is insightful, sophisticated, and consistent. Number of resources meets requirement.	Always 100%	Often 80%	Sometimes 50%	Rarely 20%
	School demographic information is factually accurate and the interpretation of fact is insightful, sophisticated, and consistent. Number of resources meets requirement.	Always 100%	Often 80%	Sometimes 50%	Rarely 20%
	Paper meets length requirement of minimum 1.5 pages. Paper contains virtually no grammatical and mechanical errors.	Always 100%	Often 80%	Sometimes 50%	Rarely 20%



Candidate \_\_\_\_\_ ID # \_\_\_\_\_ Semester \_\_\_\_\_ Major \_\_\_\_\_

Please rate 1-4: 1 = unsatisfactory; 2 = needs improvement; 3 = proficient; 4 = exemplary; by writing the appropriate number in the box. Circle indicators that are weak for student and/or make specific comments below. Use rubric to assess.

**1. EFFECTIVE PRACTITIONER**

**A. Exhibits a Professional Attitude**

*Indicators: Is positively engaged in the learning experience, is responsible, dependable, punctual, prepared, produces high quality work, teaches correct content, effectively plans and implements lessons, meets deadlines, possesses confidence and self-efficacy, takes responsibility for own actions, exhibits professional dress, brings artifacts (student work) when requested.*

**B. Communicates Effectively**

*Indicators: Has good communication skills, uses correct grammar-- written and spoken, is a good listener, uses appropriate tone of voice and word choices, is patient with others.*

**C. Demonstrates a Positive Attitude toward Teaching and Students**

*Indicators: Positively engages students in learning, speaks positively with students, demonstrates enthusiasm in class, demonstrates respect and practices collaboration with cooperating teacher and mentor, has a positive attitude towards supervision, utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions, attempts to implement new learning in the classroom based on professional development meetings, demonstrates respect towards faculty/administrators.*

**D. Displays a Positive Attitude toward the Profession, Colleagues, and Authority**

*Indicators: Demonstrates integrity, loyalty, self-control, teamwork, is ethical, flexible, and cooperative, practices collaboration, uses self-assessment, personal reflection, and input from cooperating teacher and mentor to implement new learning, supports cooperating teacher, mentor, faculty and administrators, speaks positively about the program, joins professional organizations.*

**2. CARING LEADER**

**A. Promotes Nurturing and Kindness**

*Indicators: Is respectful, patient, kind, sensitive to student needs, interacts well with others, uses appropriate tone of voice and word choices, finds ways to praise students, practices active listening.*

**B. Values Relationships**

*Indicators: Is respectful, trustworthy, encouraging, loyal, shows concern for the well-being of students and colleagues. Keeps a confidence, able to work with others, team player, not critical, cheerful, positive, encouraging, helpful, giving.*

**C. Creates an Environment Conducive for Learning**

*Indicators: Is prepared to engage in learning, effectively plans and implements lessons, effectively manages student behavior and time on task, encourages students, respects the ideas of students and includes in the lessons, celebrates learning with students, is professional in the use of electronics, shares knowledge with others.*

**3. LIFELONG LEARNER**

**A. Engages in Professional Development**

*Indicators: Engages positively in learning opportunities, has the potential for professional growth, develops in-depth pedagogical knowledge, selects specific activities, content knowledge, or pedagogical skills to enhance and improve teaching proficiency, accepts leadership responsibilities and/or assists in contributing to a safe and orderly school environment, builds knowledge beyond the textbook, reads research, joins professional organizations.*

**B. Practices Reflective Inquiry**

*Indicators: Practices self-reflection/assessment, writes in-depth reflections, makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by self-reflection after observations, offers ideas of specific actions to improve teaching, carries out corrections suggested by instructors, reads with critical understanding, identifies consequences of actions, understands the effects of decisions on colleagues and students.*

**C. Personal Initiative and Leadership**

*Indicators: Exhibits leadership potential as well as demonstrates leadership, ethical behavior, maturity, and initiative in the classroom, accepts responsibilities in classroom and for school improvement, uses sound judgement and common sense, is organized and prepared, produces high quality work, supports school activities and events.*

COMMENTS: (Use the back if necessary)

**TOTAL SCORE**

Print Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor of: \_\_\_\_\_  
 Subject Area \_\_\_\_\_ Course Title and Number \_\_\_\_\_

The target area for Junior level candidates is 3.0 average or 30 points and the target for the senior level is 3.5 or higher.

<b>I. The Effective Practitioner</b>					
<b>Disposition</b>		<b>Exemplary-4</b>	<b>Proficient-3</b>	<b>Needs Improvement-2</b>	<b>Unsatisfactory-1</b>
<b>IA. Exhibits a Professional Attitude</b> CAEP1.1, COE 2A, APS10, InT9	Is positively engaged in the learning experience, is responsible, dependable, punctual, prepared, produces high quality work, teaches correct content, effectively plans and implements lessons, meets deadlines, possesses confidence and self-efficacy, takes responsibility for own actions, exhibits professional dress, brings artifacts (student work) when requested.	Exemplary 90- 100%	Often 60-89%	Sometimes 30-59%	Rarely 0-29%
<b>IB. Communicates Effectively</b> CAEP 1.1, COE 1B, APS 5, InT6	Has good communication skills, uses correct grammar-- written and spoken, is a good listener, uses appropriate tone of voice and word choices, is patient with others.	Exemplary 90- 100%	Often 60-89%	Sometimes 30-59%	Rarely 0-29%
<b>IC. Demonstrates a Positive Attitude toward Teaching and Students</b> CAEP 1.1 COE 2B, APS 8, InT4, DIV 2B	Positively engages students in learning, speaks positively with students, demonstrates enthusiasm in class, demonstrates respect and practices collaboration with cooperating teacher and mentor, has a positive attitude towards supervision, utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions, attempts to implement new learning in the classroom based on professional development meetings, demonstrates respect towards faculty/administrators.	Exemplary 90- 100%	Often 60-89%	Sometimes 30-59%	Rarely 0-29%
<b>ID. Displays a Positive Attitude toward the Profession, Colleagues, and Authority</b>  CAEP 1.1 COE 2D, APS 10, InT10	Demonstrates integrity, loyalty, self-control, teamwork, is ethical, flexible, and cooperative, practices collaboration, uses self-assessment, personal reflection, and input from cooperating teacher and mentor to implement new learning, supports cooperating teacher, mentor, faculty and administrators, speaks positively about the program, joins professional organizations.	Exemplary 90- 100%	Often 60-89%	Sometimes 30-59%	Rarely 0-29%
<b>II. Caring Leader</b>					
<b>Disposition</b>		<b>Exemplary-4</b>	<b>Proficient-3</b>	<b>Needs Improvement-2</b>	<b>Unsatisfactory-1</b>
<b>IIA. Promotes Nurturing and Kindness</b> CAEP 1.1, COE2C, APS 8, InT5, DIV 2C	Is respectful, patient, kind, sensitive to student needs, interacts well with others, uses appropriate tone of voice and word choices, finds ways to praise students, practices active listening.	Exemplary 90- 100%	Often 60-89%	Sometimes 30-59%	Rarely 0-29%
<b>IIB. Values Relationships</b> CAEP 1.1, COE 2D, APS 10, InT10, DIV 2D	Is respectful, trustworthy, encouraging, loyal, shows concern for the well-being of students and colleagues. Keeps a confidence, able to work with others, team player, not critical, cheerful, positive, encouraging, helpful, giving.	Exemplary 90- 100%	Often 60-89%	Sometimes 30-59%	Rarely 0-29%

<p><b>II.C. Creates an Environment Conducive for Learning</b> CAEP 1.1, COE 2C, APS 8, InT5</p>	<p>Is prepared to engage in learning, effectively plans and implements lessons, effectively manages student behavior and time on task, encourages students, respects the ideas of students and includes in the lessons, celebrates learning with students, is professional in the use of electronics, shares knowledge with others.</p>	<p>Exemplary 90- 100%</p>	<p>Often 60-89%</p>	<p>Sometimes 30-59%</p>	<p>Rarely 0-29%</p>
<p><b>III. Lifelong Learner</b></p>					
<p><b>Disposition</b></p>		<p><b>Exemplary-4</b></p>	<p><b>Proficient-3</b></p>	<p><b>Needs Improvement-2</b></p>	<p><b>Unsatisfactory-1</b></p>
<p><b>IIIA. Engages in Professional Development</b> CAEP 1.1, COE 3A, APS 10, InT 9</p>	<p>Engages positively in learning opportunities, has the potential for professional growth, develops in-depth pedagogical knowledge, selects specific activities, content knowledge, or pedagogical skills to enhance and improve teaching proficiency, accepts leadership responsibilities and/or assists in contributing to a safe and orderly school environment, builds knowledge beyond the textbook, reads research, joins professional organizations.</p>	<p>Exemplary 90- 100%</p>	<p>Often 60-89%</p>	<p>Sometimes 30-59%</p>	<p>Rarely 0-29%</p>
<p><b>III B. Practices Reflective Inquiry</b> CAEP 1.1 COE 3C, APS 7, InT 8 DIV 3C</p>	<p>Practices self-reflection/assessment, writes in-depth reflections, makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by self-reflection after observations, offers ideas of specific actions to improve teaching, carries out corrections suggested by instructors, reads with critical understanding, identifies consequences of actions, understands the effects of decisions on colleagues and students.</p>	<p>Exemplary 90- 100%</p>	<p>Often 60-89%</p>	<p>Sometimes 30-59%</p>	<p>Rarely 0-29%</p>
<p><b>IIIC. Personal Initiative and Leadership</b> CAEP 1.1, COE 2A, APS10, InT 10</p>	<p>Exhibits leadership potential as well as demonstrates leadership, ethical behavior, maturity, and initiative in the classroom, accepts responsibilities in classroom and for school improvement, uses sound judgement and common sense, is organized and prepared, produces high quality work, supports school activities and events.</p>	<p>Exemplary 90- 100%</p>	<p>Often 60-89%</p>	<p>Sometimes 30-59%</p>	<p>Rarely 0-29%</p>