**Key Assessment**

**Level III Evaluation**

**(Student Teaching)**

**Marshall University Key Assessment Cover Sheet**

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| --- |
| **What is the Key Assessment Title?**  *Level III Student Teaching Evaluation* |
| **Who is responsible for the assessment administration?**  *The SCOPES Office makes sure that the classroom teachers and supervisors have the evaluations to complete and submit. The submissions are done in LiveText. There is a mid-term and final evaluation.* |
| **At what point(s) during the program is it administered?**  *Level III is the Student Teaching experience and in most cases is completed during the candidate’s last semester.* |
| **What is the purpose of this assessment?**  *The Level III evaluation is used to evaluate teacher candidates’ performance during their student teaching experience.* |
| **What scoring/rating must a candidate reach in order to pass this assessment?**  *All teacher candidate must receive at least a “2” on each element of the rubric. A score of “1” requires some type of remediation and/or plan of improvement.* |
| **How is feedback to the candidate actionable?**  *The rubric provides teacher candidates with their score on each element. The candidate can see where he/she is successful and where he/she still needs to improve. Rubrics are discussed with candidate by the teacher and supervisor.* |
| **What happens if a candidate does not meet the required criterion?**  *The teacher candidate is put on a plan of improvement with specific criteria to correct the deficiency. If the candidate does not improve and/or correct the deficiency, he/she will received a grade of “NC” for that placement and will have to repeat that part of the student teaching experience.* |
| **How is the assessment aligned with standards, and what are the categories of alignment?**  *The Level III student teaching assessment is aligned to WVPTS, InTASC, and CAEP standards. The alignment can be seen on the rubric.* |
| **What steps were taken to ensure reliability and validity of the assessment?**  *The state of WV assesses its teachers using the ……………… evaluation tool. Marshall University, as well as other universities/colleges in the state, chose to use the same instrument for the student teaching evaluation. We also chose to use the same instrument to evaluate our teacher candidates during their Level III student teaching experience. The candidates are evaluated at the level in which they are using the assessment instrument, not at a certified teacher level. Because the instrument was developed and used by the state, it was assumed that the reliability and validity had been established by the state. Many in the state began inquiring about the validity and reliability studies and we were told that the state had not conducted the validity and reliability on the instrument. Our plan was to initiate that process here, but the state began discussing (Fall 2017) implementing a state-wide evaluation instrument for student teaching. At this point, we decided to see what changes the state would make. This summer we were told that a committee was being formed to design a new state-wide student teaching evaluation that would be valid and reliable. We will be part of the committee and will be implementing it as soon as it is complete.* |

Level III Student Teaching Evaluation

Standard 1: Curriculum and Planning

|  | **Distinguished (4 pts)** | **Accomplished (3 pts)** | **Emerging (2 pts)** | **Unsatisfactory (1 pt)** |
| --- | --- | --- | --- | --- |
| 1.1 Content Knowledge  WVPTS – 1A  InTASC – 4B  CAEP – 1.3  ISTE – 1C | The teacher candidate • demonstrates expert, specialized content knowledge • collaborates with teachers from other grades and subjects to extend and connect student learning to other content areas | The teacher candidate • demonstrates extensive content knowledge • connects student learning to other content areas | The teacher candidate • demonstrates content knowledge • attempts to connect student learning to other content areas | The teacher candidate • lacks sufficient content knowledge • lacks the connection of student learning to other content areas |
| 1.2 Standards Driven Instruction  WVPTS – 1C  InTASC – 7C  CAEP – 1.3  ISTE – 1A | The teacher candidate • collaborates with others including students, to design instruction and assessment aligned to the state approved curricula • collaborates with students to design sequential learning activates that provide for varied student abilities and interests • collaborates with others, including students, to design learning activities that promote student collaboration, critical thinking and problem solving | The teacher candidate • designs written instructional plans that align instruction and assessment to the state-approved curricula • designs sequential learning activities that provide for varied student abilities and interests • designs activities that promote student collaboration, critical thinking, and problem solving | The teacher candidate • designs written instructional plans aligned to the state-approved curricula • designs sequential learning activities at appropriate developmental levels • designs activities that promote student collaboration | The teacher candidate • lacks written instructional plans • lacks designing instructional plans and/or units that are driven by state-approved curricula • lacks designing sequential learning activities at appropriate developmental levels • lacks designing activities that promote student collaboration |
| 1.3 Assessment Approach  WVPTS – 1E  InTASC – 6C  CAEP – 1.2  ISTE – 7B | The teacher candidate • collaborates with students to design and uses a variety of assessments, including peer and student self-reflections, to monitor student progress and set learning goals • collaborates with students and others to clearly define and communicate assessment criteria • shares assessment data and provides timely feedback to students and other stakeholders | The teacher candidate • designs and uses formative and summative assessments to monitor student progress and set learning goals • clearly defines and communicates assessment criteria • shares assessment data and provides timely feedback to students | The teacher candidate • designs and uses formative and summative assessments • communicates assessment criteria • shares assessment data with students | The teacher candidate • lacks the use of formative and summative assessments • lacks communicating assessment criteria • lacks sharing assessment data and/or providing feedback to students |

Standard 2: The Learner and the Learning Environment

|  | **Distinguished (4 pts)** | **Accomplished (3 pts)** | **Emerging (2 pts)** | **Unsatisfactory (1 pt)** |
| --- | --- | --- | --- | --- |
| 2.1 Characterists of Learners  WVPTS – 2A  InTASC – 1A  CAEP – 1.2  ISTE – 2B | The teacher candidate • demonstrates extensive knowledge of students’ social, emotional and academic needs, interest, ,learning styles, cultural heritage, and gender • plans and implements differentiated learning activities with students • helps colleagues understand the unique characteristics of all learners | The teacher candidate • demonstrates thorough knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender • plans and implements differentiated learning activities for students | The teacher candidate • demonstrates adequate knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender • plans and implements differentiated learning activities for some students | The teacher candidate • lacks a knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender • lacks planning and implementing appropriate learning activities |
| 2.2 Appropriate Learning Environment  WVPTS – 2B  InTASC – 3A  CAEP – 1.4  ISTE – 5B | The teacher candidate • collaborates with students to establish an effective classroom management system • collaborates with students to ensure appropriate behavior as defined by the code of conduct • organizes space and materials in a safe, highly efficient and well-designed learning environment | The teacher candidate • establishes an effective classroom management system • responds appropriately and respectfully to student behavior as defined by the code of conduct • organizes space and materials to ensure safety and efficiency | The teacher candidate • establishes a classroom management system • responds inadequately to student behavior as defined by the code of conduct • organizes space and materials to ensure safety | The teacher candidate • lacks implementation of an effective classroom management system • lacks responding to student behavior as defined by the code of conduct • lacks the skills to organize space and materials to ensure safety |
| 2.3 Learner-Centered Culture  WVPTS – 2C  InTASC – 5B  CAEP – 1.2  ISTE – 6A | The teacher candidate • establishes with students clear criteria for high-quality work • collaborates with students to maximize instructional time • engages students in active, self-directed learning as part of a community of learners • provides extensive opportunities for students to collaborate in learning | The teacher candidate • sets and communicates clear criteria for high-quality work • uses instructional time efficiently • engages students in active learning • provides adequate opportunities for students to collaborate in learning | The teacher candidate • sets criteria for high-quality work • uses instructional time with limited efficiency • engages students in learning • provides limited opportunities for students to collaborate in learning | The teacher candidate • lacks the establishment of criteria for quality work • lacks using instructional time efficiently • lacks engaging student learning • lacks the provision of opportunities for students to collaborate in learning |

Standard 3: Teaching

|  | **Distinguished (4 pts)** | **Accomplished (3 pts)** | **Emerging (2 pts)** | **Unsatisfactory (1 pt)** |
| --- | --- | --- | --- | --- |
| 3.1 Instructional Strategies  WVPTS – 3D  InTASC – 7C  CAEP – 4.1  ISTE – 5C | The teacher candidate • collaborates with students to use an extensive variety of effective instructional strategies to deliver content • collaborates with students to provide scaffolding and differentiated instruction • extensively uses appropriate technology to deliver content | The teacher candidate • uses a variety of effective instructional strategies to deliver content • demonstrates adequate use of scaffolding and differentiated instruction • adequately uses technology to deliver content | The teacher candidate • uses a limited variety of effective instructional strategies to deliver content • demonstrates limited use of scaffolding or differentiated instruction • demonstrates limited use of appropriate technology to deliver content | The teacher candidate • lacks the use of effective instructional strategies to deliver content • lacks scaffolding or differentiating instruction • lacks the use of appropriate technology to deliver content |
| 3.2 Learning Activities  WVPTS – 3A  InTASC – 4B  CAEP – 1.2  ISTE – 5A | The teacher candidate • facilitates student-led learning activities leading to deep understanding of the content • encourages students to initiate or adapt learning activities to deepen understanding • provides students with extensive opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning | The teacher candidate • provides learning activities relevant to the content that involve meaningful real-world experiences leading to deep understanding • explains directions and procedures clearly and models them when necessary • provides students with adequate opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning | The teacher candidate • provides learning activities relevant to the content • explains direction and procedures • provides students with limited opportunities to collaborate using appropriate technologies | The teacher candidate • lacks provision of learning activities that are relevant to the content • lacks provision of meaningful activities • lacks an explanation of directions and procedures • lacks student collaboration opportunities |
| 3.3 Assessment Driven Instruction  WVPTS – 3E  InTASC – 6C  CAEP – 1.1  ISTE – 7C | The teacher candidate • effectively modifies instruction to meet the needs of all students • extensively monitors student progress using a variety of assessments • collaborates with students and others to make instructional decisions • extensively analyzes and uses student data to make instructional decisions • uses a variety of formative assessments to differentiate instruction and provide effective interventions | The teacher candidate • modifies instruction when need is apparent • consistently monitors student progress using a variety of assessments • uses student feedback to make instructional decisions • analyzes student data to make instructional decisions • uses a variety of formative assessments to differentiate instruction and provide appropriate interventions | The teacher candidate • recognizes missed opportunities to modify instruction • inconsistently monitors student progress using a variety of assessments • examines student data • uses formative assessments to provide whole-group interventions | The teacher candidate • lacks modification in instruction • lacks monitoring student progress • lacks variety of assessment for basis of instruction  • lacks student data for basis of intervention |

Standard 4: Professional Responsibilities for Self-Renewal

|  | **Distinguished (4 pts)** | **Accomplished (3 pts)** | **Emerging (2 pts)** | **Unsatisfactory (1 pt)** |
| --- | --- | --- | --- | --- |
| 4.1 Professional Development  WVPTS – 4A  InTASC – 9D  CAEP – 1.1  ISTE – 1A | The teacher candidate • initiates the investigation that leads to the development of best practices • extensively implements best practices • mentors others in implementation of best practices • shares results of investigation at the local, state, or national level | The teacher candidate • engages in professional learning to investigate best practices • consistently implements best practices • shares best practices within the school community | The teacher candidate • participates in opportunities to investigate best practices when invited to do so • inconsistently implements best practices | The teacher candidate • lacks participation in professional development of best practices as required for self-renewal • lacks implementing best practices • lacks the implementation of best practices acquired through professional development |
| 4.2 Collaboration with Colleagues  WVPTS – 4B  InTASC – 10D  CAEP – 1.1  ISTE – 4D | The teacher candidate • initiates or advances the development of a collaborative team • contributes consistently to group learning • mentors others in utilizing the knowledge and skills gained | The teacher candidate • participates actively in and/or facilitates a collaborative team • contributes to group learning • utilizes the knowledge and skills gained | The teacher candidate • participates in a collaborative team when invited to do so • attempts to utilize the knowledge and skills gained | The teacher candidate • works in isolation • lacks working in a collaborative team • lacks the utilization of knowledge and skills gained |

Standard 5: Professional Responsibilities for School and Community

|  | **Distinguished (4 pts)** | **Accomplished (3 pts)** | **Emerging (2 pts)** | **Unsatisfactory (1 pt)** |
| --- | --- | --- | --- | --- |
| 5.1 School-wide Collaboration  WVPTS – 5B  InTASC – 10D  CAEP – 1.1  ISTE – 4C | The teacher candidate • leads the ongoing development of school-wide initiatives based on school and student data • participates in the design and delivery of professional development for the implementation of school-wide initiatives | The teacher candidate • collaborates in the development of school-wide initiatives based on school and student data • participates in the implementation of school-wide initiatives | The teacher candidate • participates in school-wide initiatives | The teacher candidate • lacks the participation in school-wide initiatives |
| 5.2 Working with Community  WVPTS – 5F  InTASC – 10D  CAEP -1.1  ISTE – 3A | The teacher candidate • develops ongoing opportunities for families to participate in classroom activities based on needs assessment • interacts appropriately with families within the school and community • utilizes theory and current research to facilitate meaningful connections between the school and family • develops and promotes meaningful school activities by utilizing community expertise and resources | The teacher candidate • offers ongoing opportunities for families to participate in classroom activities • interacts appropriately with families within the school setting • seeks relevant knowledge of the family in order to provide meaningful connections between the school and family • creates positive connections between the school and the community | The teacher candidate • participates in school-wide family activities • has minimal interaction with families • responds appropriately to contact from families • occasionally connects school activities with community resources | The teacher candidate • lacks attendance at school-wide family activities • lacks responding or inappropriately responds to contact from families • lacks a positive contribution to the relationship between school and community |
| Practices and Policies  WVPTS – 4B  InTASC – 10D  CAEP – 1.1  ISTE – 3C | The teacher candidate • involves and coaches others to implement and sustain teacher-identified change • takes a leadership role in growth initiatives that affect practice and policy throughout the school community | The teacher candidate • identifies possible areas of growth within the classroom and school • recommends and facilitates opportunities for change and growth in the classroom and school | The teacher candidate • participates in required initiatives leading to change in practice and policy in the classroom and school | The teacher candidate • does not participate in available opportunities for change and growth that affect practice and policy |

Standard 6: Student Learning

|  | **Distinguished (4 pts)** | **Accomplished (3 pts)** | **Emerging (2 pts)** | **Unsatisfactory (1 pt)** |
| --- | --- | --- | --- | --- |
| Measurable Progress  WVPTS – 3E  InTASC – 6C  CAEP – 1.1  ISTE – 7C | • Evidence from multiple measures consistently validates progress of student learning of appropriate state-approved curricula. The teacher accomplishes a student learning goal that involves collaborative efforts across classrooms. | • Evidence from multiple measures consistently validates progress of student learning of the appropriate state-approved curricula. | • Evidence from multiple measures does not consistently validate progress of student learning of the appropriate state-approved curricula. | • Evidence from multiple measures does not validate progress of student learning of appropriate state-approved curricula. |

Standard 7: Professional Conduct

|  | **Target (3 pts)** | **Acceptable (2 pts)** | **Unsatisfactory (1 pt)** |
| --- | --- | --- | --- |
| Policy and Procedure | The teacher candidate adheres to state, district, school, and University policy and procedure. | With remediation, the teacher candidate adheres to state, district, school, and University policy and procedure. | The teacher candidate demonstrates a pattern of violating state, district, school, or University policy and procedure. |
| Time & Goal Management | The teacher candidate adheres to state, district, school, and University attendance policy and procedure. | With remediation, the teacher candidate adheres to state, district, school, and University attendance policy and procedure. | The teacher candidate demonstrates a pattern of absences that violate state, district, school, or University attendance policy and procedure. |
| Schedule | The teacher candidate adheres to state, district, school, and University work schedule policy and procedure. | With remediation, the teacher candidate adheres to state, district, school, and University work schedule policy and procedure. | The teacher candidate demonstrates a pattern of failure to adhere to the work schedule defined by state, district, school, or University policy and procedure. |
| Respect  ISTE – 4D | The teacher candidate interacts professionally with students, parents/guardians, colleagues and community. | With remediation, the teacher candidate interacts professionally with students, parents/guardians, colleagues and community. | The teacher candidate demonstrates a pattern of behavior with students, parents/guardians, colleagues and community which is unprofessional. |
| Appearance | The teacher candidate is neat, well-groomed, and dressed as outlined in the student teaching handbook. | With remediation, the teacher candidate is neat, well-groomed, and dressed as outlined in the student teaching handbook. | The teacher candidate demonstrates a pattern of appearance that does not meet the standard outlined in the student teaching handbook. |
| Self-Control | The teacher candidate maintains poise in unexpected/difficult situations; is positive and supportive. | With remediation, the teacher candidate maintains poise in unexpected/difficult situations; is positive and supportive. | The teacher candidate demonstrates a pattern of behavior that is not poised; he/she is not positive and supportive. |
| Integrity  ISTE – 3D | The teacher candidate maintains confidentiality concerning student information. | With remediation, the teacher candidate maintains confidentiality concerning student information. | The teacher candidate demonstrates a pattern of behavior that does not maintain student confidentiality. |
| Critical Thinking  WVPTS – 1B  InTASC – 8C  CAEP – 2.3  ISTE – 5B | The teacher candidate uses varied and multiple techniques to stimulate higher level thinking skills that promote meaningful interactions. | The teacher candidate uses techniques to stimulate higher level thinking skills that promote meaningful interactions. | The teacher candidate demonstrates a pattern of behavior that lacks techniques that stimulate higher level thinking. |
| Commitment to Student  WVPTS – 2B  InTASC – 3A  CAEP – 1.4 | The teacher candidate creates a learning environment where all students can learn, treating students equitably and creating a healthy, safe learning environment. | The teacher candidate creates a learning environment where students can learn. | The teacher candidate ignores challenging students; creating an inequitable environment; shows favoritism. |
| Commitment to Diversity  WVPTS – 2A  InTASC – 1A  CAEP – 1.2 | The teacher candidate values and celebrates cultural differences; uses a variety of strategies to meet the needs of all students. | The teacher candidate acknowledges cultural differences; uses strategies to meet the needs of all students. | The teacher candidate allows cultural differences to become an obstacle to learning. |
| Commitment to Technology  ISTE – 5C | The teacher candidate integrates age-appropriate and varied technologies into professional and instructional practices; uses technology to enhance the educational experiences by actively engaging students. | The teacher candidate integrates technology into professional and instructional practices for communication and presentation. | The teacher candidate’s use of technology is developmentally inappropriate and/or lacks an educational purpose. |
| Commitment to Profession  WVPTS – 5F  InTASC – 10D  CAEP – 1.1 | The teacher candidate works cooperatively with teacher colleagues, parents, principals, students, and community leaders to promote learning; uses available resources to promote professional development. | The teacher candidate works with teacher colleagues and students. | The teacher candidate works in isolation and/or demonstrates limited solutions to problems. |

**Level III Clinical Evaluations**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Fall 2017** | | | | | | | | **Spring 2018** | | | | | | | |
| **Placement 1** | | | | **Placement 2** | | | | **Placement 1** | | | | **Placement 2** | | | |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **1.1**  **Content Knowledge** | **Cumulative** | 1 | 34 | 16 | 0 | 4 | 37 | 3 | 0 | 5 | 61 | 8 | 0 | 6 | 57 | 8 | 0 |
| **Elementary** | 1 | 19 | 6 | 0 | 2 | 17 | 1 | 0 | 3 | 32 | 2 | 0 | 2 | 33 | 6 | 0 |
| **Secondary** | 0 | 15 | 10 | 0 | 2 | 20 | 2 | 0 | 2 | 29 | 6 | 0 | 4 | 24 | 2 | 0 |
| Chemistry | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| English | 0 | 7 | 3 | 0 | 0 | 8 | 1 | 0 | 0 | 6 | 1 | 0 | 0 | 6 | 2 | 0 |
| Math | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 |
| Wellness | 0 | 1 | 3 | 0 | 0 | 4 | 0 | 0 | 0 | 5 | 1 | 0 | 0 | 1 | 0 | 0 |
| Art | -- | -- | -- | -- | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Music | 0 | 1 | 3 | 0 | 0 | 2 | 1 | 0 | 1 | 1 | 3 | 0 | 1 | 0 | 0 | 0 |
| Social Studies | 0 | 2 | 1 | 0 | 0 | 3 | 0 | 0 | 0 | 9 | 1 | 0 | 2 | 8 | 0 | 0 |
| General Science | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 1 | 3 | 0 | 0 |
| Biology | -- | -- | -- | -- | -- | -- | -- | -- | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| **1.2**  **Standards Driven Instruction** | **Cumulative** | 6 | 30 | 15 | 0 | 7 | 33 | 4 | 0 | 4 | 56 | 13 | 0 | 5 | 52 | 14 | 0 |
| **Elementary** | 6 | 10 | 10 | 0 | 5 | 13 | 2 | 0 | 3 | 26 | 8 | 0 | 2 | 28 | 11 | 0 |
| **Secondary** | 0 | 20 | 5 | 0 | 2 | 20 | 2 | 0 | 1 | 30 | 5 | 0 | 3 | 24 | 3 | 0 |
| Chemistry | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| English | 0 | 7 | 3 | 0 | 0 | 9 | 0 | 0 | 0 | 5 | 2 | 0 | 0 | 8 | 0 | 0 |
| Math | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 |
| Wellness | 0 | 3 | 1 | 0 | 0 | 3 | 1 | 0 | 1 | 3 | 1 | 0 | 0 | 1 | 0 | 0 |
| Art | -- | -- | -- | -- | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| Music | 0 | 3 | 1 | 0 | 0 | 3 | 0 | 0 | 0 | 3 | 2 | 0 | 1 | 0 | 0 | 0 |
| Social Studies | 0 | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 10 | 0 | 0 | 1 | 6 | 3 | 0 |
| General Science | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 1 | 3 | 0 | 0 |
| Biology | -- | -- | -- | -- | -- | -- | -- | -- | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| **1.3**  **Assessment Approach** | **Cumulative** | 3 | 25 | 23 | 0 | 5 | 26 | 13 | 0 | 4 | 47 | 22 | 0 | 3 | 41 | 27 | 0 |
| **Elementary** | 3 | 9 | 14 | 0 | 4 | 11 | 5 | 0 | 3 | 27 | 7 | 0 | 2 | 26 | 13 | 0 |
| **Secondary** | 0 | 16 | 9 | 0 | 1 | 15 | 8 | 0 | 1 | 20 | 15 | 0 | 1 | 15 | 14 | 0 |
| Chemistry | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| English | 0 | 6 | 4 | 0 | 0 | 6 | 3 | 0 | 0 | 5 | 2 | 0 | 0 | 5 | 3 | 0 |
| Math | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 1 | 3 | 0 |
| Wellness | 0 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 3 | 2 | 0 | 0 | 1 | 0 | 0 |
| Art | -- | -- | -- | -- | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| Music | 0 | 1 | 3 | 0 | 0 | 1 | 2 | 0 | 0 | 3 | 2 | 0 | 0 | 1 | 0 | 0 |
| Social Studies | 0 | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 1 | 2 | 7 | 0 | 1 | 2 | 7 | 0 |
| General Science | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 3 | 1 | 0 |
| Biology | -- | -- | -- | -- | -- | -- | -- | -- | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| **2.1 Characteristics of Learners** | **Cumulative** | 6 | 29 | 16 | 0 | 10 | 29 | 5 | 0 | 8 | 56 | 10 | 0 | 7 | 51 | 13 | 0 |
| **Elementary** | 6 | 12 | 8 | 0 | 6 | 13 | 1 | 0 | 5 | 31 | 1 | 0 | 3 | 31 | 7 | 0 |
| **Secondary** | 0 | 17 | 8 | 0 | 4 | 16 | 4 | 0 | 3 | 25 | 9 | 0 | 4 | 20 | 6 | 0 |
| Chemistry | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| English | 0 | 5 | 5 | 0 | 0 | 9 | 0 | 0 | 1 | 3 | 3 | 0 | 1 | 4 | 3 | 0 |
| Math | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 |
| Wellness | 0 | 4 | 0 | 0 | 0 | 2 | 2 | 0 | 1 | 3 | 2 | 0 | 0 | 1 | 0 | 0 |
| Art | -- | -- | -- | -- | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| Music | 0 | 2 | 2 | 0 | 0 | 2 | 1 | 0 | 0 | 2 | 3 | 0 | 0 | 1 | 0 | 0 |
| Social Studies | 0 | 3 | 0 | 0 | 1 | 2 | 0 | 0 | 1 | 8 | 1 | 0 | 1 | 6 | 3 | 0 |
| General Science | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 2 | 2 | 0 | 0 |
| Biology | -- | -- | -- | -- | -- | -- | -- | -- | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| **2.2**  **Appropriate Learning Environment** | **Cumulative** | 7 | 36 | 8 | 0 | 11 | 30 | 3 | 0 | 8 | 56 | 10 | 0 | 8 | 52 | 11 | 0 |
| **Elementary** | 7 | 16 | 3 | 0 | 5 | 12 | 3 | 0 | 6 | 27 | 4 | 0 | 4 | 32 | 5 | 0 |
| **Secondary** | 0 | 20 | 5 | 0 | 6 | 18 | 0 | 0 | 2 | 29 | 6 | 0 | 4 | 20 | 6 | 0 |
| Chemistry | 0 | 2 | 0 | 0 | 1 | 1 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| English | 0 | 9 | 1 | 0 | 0 | 9 | 0 | 0 | 1 | 5 | 1 | 0 | 0 | 7 | 1 | 0 |
| Math | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 1 | 2 | 1 | 0 |
| Wellness | 0 | 2 | 2 | 0 | 1 | 3 | 0 | 0 | 1 | 5 | 0 | 0 | 0 | 1 | 0 | 0 |
| Art | -- | -- | -- | -- | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| Music | 0 | 2 | 2 | 0 | 0 | 3 | 0 | 0 | 0 | 4 | 1 | 0 | 0 | 1 | 0 | 0 |
| Social Studies | 0 | 3 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 7 | 3 | 0 | 1 | 5 | 4 | 0 |
| General Science | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 2 | 2 | 0 | 0 |
| Biology | -- | -- | -- | -- | -- | -- | -- | -- | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| **2.3**  **Learner-Centered Culture** | **Cumulative** | 7 | 29 | 15 | 0 | 12 | 27 | 5 | 0 | 10 | 51 | 13 | 0 | 10 | 44 | 17 | 0 |
| **Elementary** | 7 | 12 | 7 | 0 | 6 | 10 | 4 | 0 | 3 | 28 | 6 | 0 | 4 | 26 | 11 | 0 |
| **Secondary** | 0 | 17 | 8 | 0 | 6 | 17 | 1 | 0 | 7 | 23 | 7 | 0 | 6 | 18 | 6 | 0 |
| Chemistry | 0 | 2 | 0 | 0 | 1 | 1 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| English | 0 | 6 | 4 | 0 | 1 | 8 | 0 | 0 | 2 | 4 | 1 | 0 | 1 | 5 | 2 | 0 |
| Math | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 1 | 2 | 1 | 0 |
| Wellness | 0 | 2 | 2 | 0 | 0 | 3 | 1 | 0 | 1 | 3 | 2 | 0 | 0 | 1 | 0 | 0 |
| Art | -- | -- | -- | -- | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Music | 0 | 3 | 1 | 0 | 2 | 1 | 0 | 0 | 1 | 3 | 1 | 0 | 0 | 1 | 0 | 0 |
| Social Studies | 0 | 2 | 1 | 0 | 0 | 3 | 0 | 0 | 2 | 6 | 2 | 0 | 3 | 4 | 3 | 0 |
| General Science | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 1 | 3 | 0 | 0 |
| Biology | -- | -- | -- | -- | -- | -- | -- | -- | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| **3.1**  **Instructional Strategies** | **Cumulative** | 5 | 33 | 13 | 0 | 6 | 33 | 5 | 0 | 6 | 60 | 7 | 0 | 7 | 56 | 8 | 0 |
| **Elementary** | 5 | 18 | 3 | 0 | 4 | 15 | 1 | 0 | 4 | 30 | 3 | 0 | 3 | 33 | 5 | 0 |
| **Secondary** | 0 | 15 | 10 | 0 | 2 | 18 | 4 | 0 | 2 | 30 | 4 | 0 | 4 | 23 | 3 | 0 |
| Chemistry | 0 | 1 | 1 | 0 | 0 | 2 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| English | 0 | 6 | 4 | 0 | 0 | 8 | 1 | 0 | 1 | 5 | 1 | 0 | 0 | 6 | 2 | 0 |
| Math | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 4 | 0 | 0 | 1 | 3 | 0 | 0 |
| Wellness | 0 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 5 | 0 | 0 | 0 | 1 | 0 | 0 |
| Art | -- | -- | -- | -- | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| Music | 0 | 1 | 3 | 0 | 0 | 2 | 1 | 0 | 0 | 3 | 2 | 0 | 1 | 0 | 0 | 0 |
| Social Studies | 0 | 3 | 0 | 0 | 1 | 2 | 0 | 0 | 1 | 8 | 1 | 0 | 1 | 8 | 1 | 0 |
| General Science | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 1 | 3 | 0 | 0 |
| Biology | -- | -- | -- | -- | -- | -- | -- | -- | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| **3.2**  **Learning Activities** | **Cumulative** | 7 | 27 | 17 | 0 | 9 | 32 | 3 | 0 | 5 | 56 | 12 | 0 | 6 | 55 | 10 | 0 |
| **Elementary** | 7 | 9 | 10 | 0 | 5 | 14 | 1 | 0 | 3 | 30 | 4 | 0 | 3 | 31 | 7 | 0 |
| **Secondary** | 0 | 18 | 7 | 0 | 4 | 18 | 2 | 0 | 2 | 26 | 8 | 0 | 3 | 24 | 3 | 0 |
| Chemistry | 0 | 2 | 0 | 0 | 1 | 1 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| English | 0 | 5 | 5 | 0 | 1 | 7 | 1 | 0 | 2 | 3 | 2 | 0 | 0 | 7 | 1 | 0 |
| Math | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 |
| Wellness | 0 | 3 | 1 | 0 | 0 | 4 | 0 | 0 | 0 | 3 | 2 | 0 | 0 | 1 | 0 | 0 |
| Art | -- | -- | -- | -- | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| Music | 0 | 3 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 2 | 3 | 0 | 1 | 0 | 0 | 0 |
| Social Studies | 0 | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 9 | 1 | 0 | 1 | 7 | 2 | 0 |
| General Science | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 1 | 3 | 0 | 0 |
| Biology | -- | -- | -- | -- | -- | -- | -- | -- | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| **3.3**  **Assessment Driven Instruction** | **Cumulative** | 5 | 24 | 22 | 0 | 6 | 28 | 10 | 0 | 3 | 45 | 25 | 1 | 7 | 32 | 32 | 0 |
| **Elementary** | 5 | 14 | 7 | 0 | 5 | 10 | 5 | 0 | 3 | 25 | 8 | 1 | 2 | 22 | 17 | 0 |
| **Secondary** | 0 | 10 | 15 | 0 | 1 | 18 | 5 | 0 | 0 | 20 | 17 | 0 | 5 | 10 | 15 | 0 |
| Chemistry | 0 | 1 | 1 | 0 | 0 | 2 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| English | 0 | 4 | 6 | 0 | 0 | 7 | 2 | 0 | 0 | 4 | 3 | 0 | 1 | 3 | 4 | 0 |
| Math | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 1 | 3 | 0 |
| Wellness | 0 | 0 | 4 | 0 | 0 | 3 | 1 | 0 | 0 | 3 | 3 | 0 | 0 | 1 | 0 | 0 |
| Art | -- | -- | -- | -- | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| Music | 0 | 1 | 3 | 0 | 0 | 1 | 2 | 0 | 0 | 3 | 2 | 0 | 1 | 0 | 0 | 0 |
| Social Studies | 0 | 2 | 1 | 0 | 0 | 3 | 0 | 0 | 0 | 3 | 7 | 0 | 2 | 1 | 7 | 0 |
| General Science | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 1 | 2 | 1 | 0 |
| Biology | -- | -- | -- | -- | -- | -- | -- | -- | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| **4.1**  **Professional Development** | **Cumulative** | 2 | 30 | 19 | 0 | 4 | 27 | 10 | 0 | 0 | 32 | 38 | 0 | 2 | 42 | 26 | 0 |
| **Elementary** | 2 | 17 | 7 | 0 | 2 | 13 | 5 | 0 | 0 | 15 | 21 | 0 | 1 | 25 | 15 | 0 |
| **Secondary** | 0 | 13 | 12 | 0 | 2 | 14 | 5 | 0 | 0 | 17 | 17 | 0 | 1 | 17 | 11 | 0 |
| Chemistry | 0 | 1 | 1 | 0 | 0 | 2 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| English | 0 | 4 | 6 | 0 | 0 | 6 | 1 | 0 | 0 | 5 | 2 | 0 | 0 | 5 | 2 | 0 |
| Math | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 2 | 0 |
| Wellness | 0 | 1 | 3 | 0 | 0 | 2 | 2 | 0 | 0 | 1 | 4 | 0 | 0 | 1 | 0 | 0 |
| Art | -- | -- | -- | -- | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| Music | 0 | 4 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 1 | 0 | 0 |
| Social Studies | 0 | 2 | 1 | 0 | 0 | 2 | 1 | 0 | 0 | 3 | 7 | 0 | 0 | 4 | 6 | 0 |
| General Science | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 3 | 1 | 0 |
| Biology | -- | -- | -- | -- | -- | -- | -- | -- | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |
| **4.2 Collaboration with Colleagues** | **Cumulative** | 6 | 18 | 26 | 0 | 8 | 25 | 8 | 0 | 2 | 37 | 33 | 0 | 4 | 43 | 23 | 0 |
| **Elementary** | 5 | 6 | 15 | 0 | 4 | 10 | 6 | 0 | 1 | 22 | 13 | 0 | 1 | 27 | 13 | 0 |
| **Secondary** | 1 | 12 | 11 | 0 | 4 | 15 | 2 | 0 | 1 | 15 | 20 | 0 | 3 | 16 | 10 | 0 |
| Chemistry | 0 | 1 | 1 | 0 | 0 | 2 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| English | 0 | 3 | 7 | 0 | 0 | 7 | 1 | 0 | 0 | 3 | 4 | 0 | 0 | 6 | 1 | 0 |
| Math | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 2 | 0 | 1 | 0 | 3 | 0 |
| Wellness | 1 | 1 | 2 | 0 | 0 | 3 | 1 | 0 | 1 | 0 | 5 | 0 | 0 | 1 | 0 | 0 |
| Art | -- | -- | -- | -- | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| Music | 0 | 3 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 1 | 0 | 0 | 0 |
| Social Studies | 0 | 3 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 3 | 7 | 0 | 0 | 5 | 5 | 0 |
| General Science | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 3 | 1 | 0 |
| Biology | -- | -- | -- | -- | -- | -- | -- | -- | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |
| **5.1**  **School-wide Collaboration** | **Cumulative** | 2 | 16 | 28 | 0 | 2 | 25 | 14 | 0 | 2 | 20 | 42 | 1 | 3 | 32 | 29 | 0 |
| **Elementary** | 2 | 9 | 15 | 0 | 2 | 13 | 5 | 0 | 0 | 15 | 22 | 0 | 1 | 22 | 18 | 0 |
| **Secondary** | 0 | 7 | 13 | 0 | 0 | 12 | 9 | 0 | 2 | 5 | 20 | 1 | 2 | 10 | 11 | 0 |
| Chemistry | 0 | 1 | 1 | 0 | 0 | 2 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| English | 0 | 1 | 7 | 0 | 0 | 3 | 4 | 0 | 0 | 2 | 3 | 0 | 0 | 3 | 2 | 0 |
| Math | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 1 | 3 | 0 |
| Wellness | 0 | 0 | 3 | 0 | 0 | 2 | 2 | 0 | 1 | 0 | 4 | 0 | 0 | 1 | 0 | 0 |
| Art | -- | -- | -- | -- | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 |
| Music | 0 | 3 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 1 | 0 | 1 | 0 | 0 | 0 |
| Social Studies | 0 | 1 | 1 | 0 | 0 | 0 | 3 | 0 | 1 | 1 | 7 | 0 | 0 | 2 | 5 | 0 |
| General Science | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 1 | 0 |
| Biology | -- | -- | -- | -- | -- | -- | -- | -- | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |
| **5.2 Working with Community** | **Cumulative** | 2 | 16 | 23 | 0 | 2 | 20 | 15 | 0 | 1 | 21 | 28 | 0 | 4 | 23 | 27 | 0 |
| **Elementary** | 2 | 12 | 8 | 0 | 2 | 9 | 6 | 0 | 0 | 13 | 11 | 0 | 2 | 15 | 13 | 0 |
| **Secondary** | 0 | 4 | 15 | 0 | 0 | 11 | 9 | 0 | 1 | 8 | 17 | 0 | 2 | 8 | 14 | 0 |
| Chemistry | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 1 | 3 | 0 |
| English | 0 | 2 | 6 | 0 | 0 | 4 | 5 | 0 | 1 | 1 | 2 | 0 | 0 | 3 | 2 | 0 |
| Math | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Wellness | 0 | 1 | 3 | 0 | 0 | 2 | 1 | 0 | 0 | 2 | 4 | 0 | 0 | 1 | 0 | 0 |
| Art | -- | -- | -- | -- | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| Music | 0 | 0 | 3 | 0 | 0 | 2 | 0 | 0 |  |  |  |  |  |  |  |  |
| Social Studies | 0 | 0 | 1 | 0 | 0 | 1 | 2 | 0 | 0 | 2 | 7 | 0 | 0 | 1 | 8 | 0 |
| General Science | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 |
| Biology | -- | -- | -- | -- | -- | -- | -- | -- | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |
| **Policy and Procedure** | **Cumulative** | 50 | 0 | 1 | 0 | 41 | 3 | 0 | 0 | 68 | 6 | 0 | 0 | 67 | 4 | 0 | 0 |
| **Elementary** | 26 | 0 | 0 | 0 | 18 | 2 | 0 | 0 | 32 | 5 | 0 | 0 | 39 | 2 | 0 | 0 |
| **Secondary** | 24 | 0 | 1 | 0 | 23 | 1 | 0 | 0 | 36 | 1 | 0 | 0 | 28 | 2 | 0 | 0 |
| Chemistry | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| English | 9 | 0 | 1 | 0 | 8 | 1 | 0 | 0 | 7 | 0 | 0 | 0 | 7 | 1 | 0 | 0 |
| Math | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| Wellness | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Art | -- | -- | -- | -- | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Music | 4 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 4 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Social Studies | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 9 | 1 | 0 | 0 |
| General Science | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| Biology | -- | -- | -- | -- | -- | -- | -- | -- | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| **Time and Goal Management** | **Cumulative** | 50 | 1 | 0 | 0 | 41 | 3 | 0 | 0 | 66 | 8 | 0 | 0 | 65 | 6 | 0 | 0 |
| **Elementary** | 26 | 0 | 0 | 0 | 18 | 2 | 0 | 0 | 31 | 6 | 0 | 0 | 37 | 4 | 0 | 0 |
| **Secondary** | 24 | 1 | 0 | 0 | 23 | 1 | 0 | 0 | 35 | 2 | 0 | 0 | 28 | 2 | 0 | 0 |
| Chemistry | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| English | 9 | 1 | 0 | 0 | 8 | 1 | 0 | 0 | 7 | 0 | 0 | 0 | 7 | 1 | 0 | 0 |
| Math | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| Wellness | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 5 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Art | -- | -- | -- | -- | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Music | 4 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 4 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Social Studies | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 9 | 1 | 0 | 0 |
| General Science | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| Biology | -- | -- | -- | -- | -- | -- | -- | -- | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| **Schedule** | **Cumulative** | 47 | 4 | 0 | 0 | 41 | 3 | 0 | 0 | 67 | 7 | 0 | 0 | 66 | 5 | 0 | 0 |
| **Elementary** | 23 | 3 | 0 | 0 | 18 | 2 | 0 | 0 | 32 | 5 | 0 | 0 | 37 | 4 | 0 | 0 |
| **Secondary** | 24 | 1 | 0 | 0 | 23 | 1 | 0 | 0 | 35 | 2 | 0 | 0 | 29 | 1 | 0 | 0 |
| Chemistry | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| English | 9 | 1 | 0 | 0 | 8 | 1 | 0 | 0 | 7 | 0 | 0 | 0 | 7 | 1 | 0 | 0 |
| Math | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| Wellness | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 5 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Art | -- | -- | -- | -- | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Music | 4 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 4 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Social Studies | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 10 | 0 | 0 | 0 |
| General Science | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| Biology | -- | -- | -- | -- | -- | -- | -- | -- | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| **Respect** | **Cumulative** | 50 | 1 | 0 | 0 | 43 | 1 | 0 | 0 | 68 | 6 | 0 | 0 | 70 | 1 | 0 | 0 |
| **Elementary** | 25 | 1 | 0 | 0 | 19 | 1 | 0 | 0 | 34 | 3 | 0 | 0 | 40 | 1 | 0 | 0 |
| **Secondary** | 25 | 0 | 0 | 0 | 24 | 0 | 0 | 0 | 34 | 3 | 0 | 0 | 30 | 0 | 0 | 0 |
| Chemistry | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| English | 10 | 0 | 0 | 0 | 9 | 0 | 0 | 0 | 6 | 1 | 0 | 0 | 8 | 0 | 0 | 0 |
| Math | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| Wellness | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 5 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Art | -- | -- | -- | -- | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Music | 4 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 4 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Social Studies | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 10 | 0 | 0 | 0 |
| General Science | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| Biology | -- | -- | -- | -- | -- | -- | -- | -- | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| **Appearance** | **Cumulative** | 49 | 2 | 0 | 0 | 44 | 0 | 0 | 0 | 67 | 7 | 0 | 0 | 69 | 2 | 0 | 0 |
| **Elementary** | 24 | 2 | 0 | 0 | 20 | 0 | 0 | 0 | 32 | 5 | 0 | 0 | 39 | 2 | 0 | 0 |
| **Secondary** | 25 | 0 | 0 | 0 | 24 | 0 | 0 | 0 | 35 | 2 | 0 | 0 | 30 | 0 | 0 | 0 |
| Chemistry | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| English | 10 | 0 | 0 | 0 | 9 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 8 | 0 | 0 | 0 |
| Math | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| Wellness | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 5 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Art | -- | -- | -- | -- | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Music | 4 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 4 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Social Studies | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 10 | 0 | 0 | 0 |
| General Science | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| Biology | -- | -- | -- | -- | -- | -- | -- | -- | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| **Self-Control** | **Cumulative** | 48 | 3 | 0 | 0 | 40 | 4 | 0 | 0 | 65 | 9 | 0 | 0 | 61 | 10 | 0 | 0 |
| **Elementary** | 23 | 3 | 0 | 0 | 16 | 4 | 0 | 0 | 32 | 5 | 0 | 0 | 35 | 6 | 0 | 0 |
| **Secondary** | 25 | 0 | 0 | 0 | 24 | 0 | 0 | 0 | 33 | 4 | 0 | 0 | 26 | 4 | 0 | 0 |
| Chemistry | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| English | 10 | 0 | 0 | 0 | 9 | 0 | 0 | 0 | 5 | 2 | 0 | 0 | 5 | 3 | 0 | 0 |
| Math | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| Wellness | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 5 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Art | -- | -- | -- | -- | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Music | 4 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 4 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Social Studies | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 10 | 0 | 0 | 0 |
| General Science | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 3 | 1 | 0 | 0 |
| Biology | -- | -- | -- | -- | -- | -- | -- | -- | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| **Integrity** | **Cumulative** | 47 | 4 | 0 | 0 | 44 | 0 | 0 | 0 | 67 | 6 | 0 | 1 | 65 | 4 | 0 | 0 |
| **Elementary** | 22 | 4 | 0 | 0 | 20 | 0 | 0 | 0 | 33 | 4 | 0 | 0 | 37 | 4 | 0 | 0 |
| **Secondary** | 25 | 0 | 0 | 0 | 24 | 0 | 0 | 0 | 34 | 2 | 0 | 1 | 28 | 0 | 0 | 0 |
| Chemistry | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| English | 10 | 0 | 0 | 0 | 9 | 0 | 0 | 0 | 6 | 0 | 0 | 1 | 6 | 0 | 0 | 0 |
| Math | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| Wellness | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 5 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Art | -- | -- | -- | -- | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Music | 4 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 4 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Social Studies | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 10 | 0 | 0 | 0 |
| General Science | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| Biology | -- | -- | -- | -- | -- | -- | -- | -- | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| **Critical Thinking** | **Cumulative** | 40 | 11 | 0 | 0 | 37 | 7 | 0 | 0 | 53 | 21 | 0 | 0 | 55 | 16 | 0 | 0 |
| **Elementary** | 21 | 5 | 0 | 0 | 17 | 3 | 0 | 0 | 30 | 7 | 0 | 0 | 33 | 8 | 0 | 0 |
| **Secondary** | 19 | 6 | 0 | 0 | 20 | 4 | 0 | 0 | 23 | 14 | 0 | 0 | 22 | 8 | 0 | 0 |
| Chemistry | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| English | 6 | 4 | 0 | 0 | 8 | 1 | 0 | 0 | 3 | 4 | 0 | 0 | 4 | 4 | 0 | 0 |
| Math | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 2 | 2 | 0 | 0 |
| Wellness | 3 | 1 | 0 | 0 | 3 | 1 | 0 | 0 | 2 | 4 | 0 | 0 | 1 | 0 | 0 | 0 |
| Art | -- | -- | -- | -- | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Music | 3 | 1 | 0 | 0 | 2 | 1 | 0 | 0 | 2 | 3 | 0 | 0 | 1 | 0 | 0 | 0 |
| Social Studies | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 8 | 2 | 0 | 0 | 8 | 2 | 0 | 0 |
| General Science | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| Biology | -- | -- | -- | -- | -- | -- | -- | -- | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| **Adaptability** | **Cumulative** | 46 | 5 | 0 | 0 | 41 | 3 | 0 | 0 | 62 | 12 | 0 | 0 | 63 | 8 | 0 | 0 |
| **Elementary** | 24 | 2 | 0 | 0 | 18 | 2 | 0 | 0 | 30 | 7 | 0 | 0 | 36 | 5 | 0 | 0 |
| **Secondary** | 22 | 3 | 0 | 0 | 23 | 1 | 0 | 0 | 32 | 5 | 0 | 0 | 27 | 3 | 0 | 0 |
| Chemistry | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| English | 8 | 2 | 0 | 0 | 9 | 0 | 0 | 0 | 5 | 2 | 0 | 0 | 6 | 2 | 0 | 0 |
| Math | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| Wellness | 3 | 1 | 0 | 0 | 3 | 1 | 0 | 0 | 4 | 2 | 0 | 0 | 1 | 0 | 0 | 0 |
| Art | -- | -- | -- | -- | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Music | 4 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 4 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Social Studies | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 9 | 1 | 0 | 0 |
| General Science | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| Biology | -- | -- | -- | -- | -- | -- | -- | -- | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| **Commitment to Students** | **Cumulative** | 45 | 6 | 0 | 0 | 42 | 2 | 0 | 0 | 65 | 9 | 0 | 0 | 64 | 7 | 0 | 0 |
| **Elementary** | 21 | 5 | 0 | 0 | 19 | 1 | 0 | 0 | 30 | 7 | 0 | 0 | 35 | 6 | 0 | 0 |
| **Secondary** | 24 | 1 | 0 | 0 | 23 | 1 | 0 | 0 | 35 | 2 | 0 | 0 | 29 | 1 | 0 | 0 |
| Chemistry | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| English | 10 | 0 | 0 | 0 | 9 | 0 | 0 | 0 | 6 | 1 | 0 | 0 | 8 | 0 | 0 | 0 |
| Math | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| Wellness | 3 | 1 | 0 | 0 | 3 | 1 | 0 | 0 | 6 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Art | -- | -- | -- | -- | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Music | 4 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 4 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Social Studies | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 9 | 1 | 0 | 0 |
| General Science | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| Biology | -- | -- | -- | -- | -- | -- | -- | -- | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| **Commitment to Diversity** | **Cumulative** | 45 | 6 | 0 | 0 | 42 | 2 | 0 | 0 | 65 | 9 | 0 | 0 | 61 | 10 | 0 | 0 |
| **Elementary** | 21 | 5 | 0 | 0 | 19 | 1 | 0 | 0 | 31 | 6 | 0 | 0 | 34 | 7 | 0 | 0 |
| **Secondary** | 24 | 1 | 0 | 0 | 23 | 1 | 0 | 0 | 34 | 3 | 0 | 0 | 27 | 3 | 0 | 0 |
| Chemistry | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| English | 10 | 0 | 0 | 0 | 9 | 0 | 0 | 0 | 6 | 1 | 0 | 0 | 5 | 3 | 0 | 0 |
| Math | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| Wellness | 4 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 5 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Art | -- | -- | -- | -- | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Music | 3 | 1 | 0 | 0 | 3 | 0 | 0 | 0 | 4 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Social Studies | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 10 | 0 | 0 | 0 |
| General Science | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| Biology | -- | -- | -- | -- | -- | -- | -- | -- | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| **Commitment to Technology** | **Cumulative** | 39 | 12 | 0 | 0 | 39 | 4 | 0 | 0 | 61 | 13 | 0 | 0 | 57 | 14 | 0 | 0 |
| **Elementary** | 21 | 5 | 0 | 0 | 19 | 1 | 0 | 0 | 31 | 6 | 0 | 0 | 33 | 8 | 0 | 0 |
| **Secondary** | 18 | 7 | 0 | 0 | 20 | 3 | 0 | 0 | 30 | 7 | 0 | 0 | 24 | 6 | 0 | 0 |
| Chemistry | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| English | 6 | 4 | 0 | 0 | 7 | 2 | 0 | 0 | 6 | 1 | 0 | 0 | 5 | 3 | 0 | 0 |
| Math | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 3 | 1 | 0 | 0 |
| Wellness | 2 | 2 | 0 | 0 | 2 | 1 | 0 | 0 | 4 | 2 | 0 | 0 | 1 | 0 | 0 | 0 |
| Art | -- | -- | -- | -- | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Music | 3 | 1 | 0 | 0 | 3 | 0 | 0 | 0 | 4 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Social Studies | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 8 | 2 | 0 | 0 | 8 | 2 | 0 | 0 |
| General Science | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| Biology | -- | -- | -- | -- | -- | -- | -- | -- | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| **Commitment to Profession** | **Cumulative** | 45 | 6 | 0 | 0 | 37 | 7 | 0 | 0 | 60 | 13 | 0 | 0 | 57 | 13 | 0 | 0 |
| **Elementary** | 24 | 2 | 0 | 0 | 19 | 1 | 0 | 0 | 30 | 7 | 0 | 0 | 29 | 12 | 0 | 0 |
| **Secondary** | 21 | 4 | 0 | 0 | 18 | 6 | 0 | 0 | 30 | 6 | 0 | 0 | 28 | 1 | 0 | 0 |
| Chemistry | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| English | 7 | 3 | 0 | 0 | 6 | 3 | 0 | 0 | 6 | 1 | 0 | 0 | 7 | 1 | 0 | 0 |
| Math | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 4 | 0 | 0 | 0 |
| Wellness | 4 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 3 | 3 | 0 | 0 | 1 | 0 | 0 | 0 |
| Art | -- | -- | -- | -- | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Music | 3 | 1 | 0 | 0 | 3 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Social Studies | 3 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 10 | 0 | 0 | 0 | 10 | 0 | 0 | 0 |
| General Science | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 0 |
| Biology | -- | -- | -- | -- | -- | -- | -- | -- | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |

**Data Analysis**

Level III evaluations show how the initial level teacher candidates perform in student teaching. To receive a passing score on the Level III evaluation, teacher candidates may receive no scores at the “unsatisfactory” level. Since 2013, at least 90% of all teacher candidates have performed at the distinguished and accomplished levels on every element of the evaluation. The last four rounds of data, which are included above, show all candidates above the “unsatisfactory” score. Most teacher candidates score “accomplished” and “emerging” with only a few scoring “distinguished.” This is mostly due to the fact that it has been stressed to supervisors that a score of “distinguished” is reserved for the “best of the best” and all students need a score of “effective” to pass.

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