Key Assessment

Level III Clinical Evaluation (Student Teaching)

Marshall University Key Assessment Cover Sheet

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 <u>must</u> 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

	Distinguished (4 pts)	Accomplished (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)
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	The teacher candidate • demonstrates thorough knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender • plans and implements	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	The teacher candidate • lacks a knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender • lacks planning and

	Distinguished (4 pts)	Accomplished (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)
	activities with students • helps colleagues understand the unique characteristics of all learners	differentiated learning activities for students	activities for some students	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	The teacher candidate • sets and communicates clear criteria for high-quality work • uses instructional time efficiently • engages students in active learning • provides adequate	The teacher candidate • sets criteria for high-quality work • uses instructional time with limited efficiency • engages students in learning • provides limited	The teacher candidate • lacks the establishment of criteria for quality work • lacks using instructional time efficiently • lacks engaging student learning • lacks the provision of

	Distinguished (4 pts)	Accomplished (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)
	learning as part of a community of learners • provides extensive opportunities for students to collaborate in learning	opportunities for students to collaborate in learning	opportunities for students to collaborate in learning	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

	Distinguished (4 pts)	Accomplished (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)
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	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

	Distinguished (4 pts)	Accomplished (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)
	instruction and provide effective interventions			

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	The teacher candidate • initiates or advances the development of a collaborative team	The teacher candidate • participates actively in and/or facilitates a collaborative team	The teacher candidate • participates in a collaborative team when invited to do so	The teacher candidate • works in isolation • lacks working in a collaborative team

	Distinguished (4 pts)	Accomplished (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)
InTASC – 10D CAEP – 1.1 ISTE – 4D	• contributes consistently to group learning • mentors others in utilizing the knowledge and skills gained	• contributes to group learning • utilizes the knowledge and skills gained	• attempts to utilize the knowledge and skills gained	• 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	The teacher candidate • develops ongoing opportunities for families to participate in classroom	The teacher candidate • offers ongoing opportunities for families to participate in classroom	The teacher candidate • participates in school-wide family activities • has minimal interaction	The teacher candidate • lacks attendance at school-wide family activities

	Distinguished (4 pts)	Accomplished (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)
WVPTS – 5F InTASC – 10D CAEP -1.1 ISTE – 3A	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	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	with families • responds appropriately to contact from families • occasionally connects school activities with community resources	• 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.

	Target (3 pts)	Acceptable (2 pts)	Unsatisfactory (1 pt)
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	The teacher candidate demonstrates a pattern of behavior that does not maintain student confidentiality.

	Target (3 pts)	Acceptable (2 pts)	Unsatisfactory (1 pt)
		confidentiality concerning student information.	
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.

	Target (3 pts)	Acceptable (2 pts)	Unsatisfactory (1 pt)
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

Distinguished (D) = 4 points Accomplished (A) = 3 points Emerging (E) = 2 points Unsatisfactory (U) = 1 points		Fall 2019 N = 90								Spring 2020 N = 81							
		Placement 1				Placement 2				Placement 1				Placement 2			
		D	A	E	U	D	A	E	U	D	E	A	U	D	E	A	U
1.1 Content Knowledge	**Cumulative**	21	49	20	0	24	47	12	0	15	53	13	0	2	0	0	0
	Elementary	7	24	8	0	13	28	3	0	8	35	7	0	2	0	0	0
	Special Education	1	5	0	0	-	-	-	-	2	3	0	0	-	-	-	-
	Secondary	13	20	12	0	11	19	9	0	5	15	6	0	0	0	0	0
	Art	0	1	0	0	0	1	0	0	-	-	-	-	-	-	-	-
	English	3	4	1	0	2	4	1	0	2	6	0	0	0	0	0	0
	Math	2	4	4	0	2	4	1	0	1	1	0	0	0	0	0	0
	Music	5	3	5	0	3	2	6	0	2	6	4	0	0	0	0	0
	PE Health Wellness	2	2	0	0	2	2	0	0	0	2	2	0	0	0	0	0
	Social Studies	0	5	2	0	1	5	1	0	3	13	2	0	0	0	0	0
	Spanish	1	1	0	0	1	1	0	0	0	2	0	0	0	0	0	0
1.2 Standards Driven Instruction	**Cumulative**	16	50	16	0	23	47	10	0	22	51	8	0	2	0	0	0
	Elementary	6	22	9	0	14	25	5	0	12	33	5	0	2	0	0	0
	Special Education	1	5	0	0	-	-	-	-	2	3	0	0	-	-	-	-
	Secondary	9	23	7	0	9	22	5	0	8	15	3	0	0	0	0	0
	Art	0	1	0	0	1	1	0	0	-	-	-	-	-	-	-	-
	English	2	5	0	0	3	4	0	0	5	3	0	0	0	0	0	0
	Math	1	4	2	0	2	4	0	0	1	1	0	0	0	0	0	0
	Music	4	5	4	0	0	6	5	0	1	9	2	0	0	0	0	0
	PE Health Wellness	2	2	0	0	2	1	0	0	1	2	1	0	0	0	0	0
	Social Studies	0	5	1	0	1	5	0	0	4	12	2	0	0	0	0	0
	Spanish	0	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0
1.3 Assessment Approach	**Cumulative**	16	46	23	0	22	49	17	0	17	47	15	1	2	0	0	0
	Elementary	7	24	9	0	15	28	9	0	10	28	11	0	2	0	0	0
	Special Education	1	5	0	0	-	-	-	-	2	3	0	0	-	-	-	-
	Secondary	8	17	14	0	7	21	8	0	5	16	4	1	0	0	0	0
	Art	0	1	0	0	1	1	0	0	-	-	-	-	-	-	-	-
	English	2	3	4	0	2	4	0	0	2	5	1	0	0	0	0	0
	Math	1	3	3	0	2	4	1	0	1	1	0	0	0	0	0	0
	Music	3	3	6	0	0	4	6	0	2	6	3	1	0	0	0	0
	PE Health Wellness	1	1	0	0	1	2	0	0	0	4	0	0	0	0	0	0
	Social Studies	1	5	1	0	1	5	1	0	1	12	5	0	0	0	0	0
	Spanish	0	1	0	0	0	1	0	0	0	1	1	0	0	0	0	0
2.1 Characteristics of Learners	**Cumulative**	24	45	22	0	32	40	13	0	23	44	13	1	2	0	0	0
	Elementary	11	22	8	0	17	25	2	0	16	27	7	0	2	0	0	0
	Special Education	2	5	0	0	-	-	-	-	2	3	0	0	-	-	-	-
	Secondary	11	18	14	0	15	15	11	0	5	14	6	1	0	0	0	0
	Art	1	1	0	0	0	1	1	0	-	-	-	-	-	-	-	-
	English	2	4	3	0	4	3	1	0	2	5	1	0	0	0	0	0
	Math	1	3	3	0	3	3	2	0	1	1	0	0	0	0	0	0
	Music	5	3	6	0	2	2	6	0	2	5	4	1	0	0	0	0
	PE Health Wellness	2	1	0	0	2	0	0	0	0	3	1	0	0	0	0	0
	Social Studies	0	5	2	0	3	5	1	0	1	10	7	0	0	0	0	0
	Spanish	0	1	0	0	1	1	0	0	0	2	0	0	0	0	0	0

2.2 Appropriate Learning Environment	**Cumulative**	23	45	20	0	31	43	6	0	25	40	16	0	2	0	0	0
	Elementary	11	20	6	0	19	24	1	0	15	26	9	0	2	0	0	0
	Special Education	2	5	0	0	-	-	-	-	3	2	0	0	-	-	-	-
	Secondary	10	20	14	0	12	19	5	0	7	12	7	0	0	0	0	0
	Art	0	1	0	0	0	1	0	0	-	-	-	-	-	-	-	-
	English	3	3	3	0	4	3	0	0	3	5	0	0	0	0	0	0
	Math	1	5	3	0	3	4	0	0	1	1	0	0	0	0	0	0
	Music	4	4	6	0	1	5	4	0	2	5	5	0	0	0	0	0
	PE Health Wellness	2	1	0	0	2	0	0	0	1	1	2	0	0	0	0	0
	Social Studies	0	5	2	0	2	5	1	0	2	13	2	1	0	0	0	0
	Spanish	0	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0
2.3 Leaner-Centered Culture	**Cumulative**	21	46	19	0	30	46	9	0	25	46	10	0	2	0	0	0
	Elementary	10	21	8	0	15	26	3	0	16	26	8	0	2	0	0	0
	Special Education	3	5	0	0	-	-	-	-	3	2	0	0	-	-	-	-
	Secondary	8	20	11	0	15	20	6	0	6	18	2	0	0	0	0	0
	Art	0	1	0	0	1	1	0	0	-	-	-	-	-	-	-	-
	English	1	4	2	0	3	3	0	0	4	4	0	0	0	0	0	0
	Math	2	4	2	0	3	4	0	0	1	1	0	0	0	0	0	0
	Music	3	4	6	0	3	4	5	0	1	9	2	0	0	0	0	0
	PE Health Wellness	1	1	0	0	2	2	0	0	0	4	0	0	0	0	0	0
	Social Studies	0	5	1	0	2	5	1	0	2	13	3	0	0	0	0	0
	Spanish	1	1	0	0	1	1	0	0	1	1	0	0	0	0	0	0
3.1 Instructional Strategies	**Cumulative**	23	49	16	0	26	51	5	0	29	46	6	0	2	0	0	0
	Elementary	10	24	5	0	15	27	1	0	17	30	3	0	2	0	0	0
	Special Education	2	5	0	0	-	-	-	-	4	1	0	0	-	-	-	-
	Secondary	11	20	11	0	11	24	4	0	8	15	3	0	0	0	0	0
	Art	0	1	0	0	1	1	0	0	-	-	-	-	-	-	-	-
	English	3	4	3	0	2	5	0	0	6	2	0	0	0	0	0	0
	Math	2	5	2	0	2	5	0	0	1	1	0	0	0	0	0	0
	Music	4	4	5	0	1	6	4	0	1	8	3	0	0	0	0	0
	PE Health Wellness	2	1	0	0	2	1	0	0	0	4	0	0	0	0	0	0
	Social Studies	0	4	1	0	3	5	0	0	1	12	5	0	0	0	0	0
	Spanish	0	1	0	0	0	1	0	0	0	2	0	0	0	0	0	0
3.2 Learning Activities	**Cumulative**	18	48	21	0	27	50	6	0	21	49	11	0	2	0	0	0
	Elementary	6	23	9	0	16	28	1	0	11	30	9	0	2	0	0	0
	Special Education	1	5	0	0	-	-	-	-	2	3	0	0	-	-	-	-
	Secondary	11	20	12	0	11	22	5	0	8	16	2	0	0	0	0	0
	Art	0	1	0	0	1	1	0	0	-	-	-	-	-	-	-	-
	English	3	4	2	0	2	5	0	0	3	5	0	0	0	0	0	0
	Math	1	5	2	0	2	5	0	0	2	0	0	0	0	0	0	0
	Music	5	2	6	0	2	5	4	0	2	8	2	0	0	0	0	0
	PE Health Wellness	2	2	0	0	2	0	0	0	1	3	0	0	0	0	0	0
	Social Studies	0	5	2	0	2	5	1	0	1	14	3	0	0	0	0	0
	Spanish	0	1	0	0	0	1	0	0	0	1	1	0	0	0	0	0
3.3 Assessment Driven Instruction	**Cumulative**	22	50	16	0	24	47	9	0	25	41	11	0	2	0	0	0
	Elementary	11	22	3	0	13	27	4	0	15	24	7	0	2	0	0	0
	Special Education	3	5	1	0	-	-	-	-	3	2	0	0	-	-	-	-
	Secondary	8	23	12	0	11	20	5	0	7	15	4	0	0	0	0	0
	Art	0	1	0	0	1	1	0	0	-	-	-	-	-	-	-	-
	English	1	4	3	0	2	5	0	0	3	5	0	0	0	0	0	0

Category	Subject																
	Math	1	5	2	0	2	4	0	0	1	1	0	0	0	0	0	0
	Music	3	5	6	0	3	3	4	0	3	5	4	0	0	0	0	0
	PE Health Wellness	1	2	0	0	1	1	0	0	0	4	0	0	0	0	0	0
	Social Studies	1	5	1	0	1	5	1	0	1	15	2	0	0	0	0	0
	Spanish	1	1	0	0	1	1	0	0	1	1	0	0	0	0	0	0
4.1 Professional Development	**Cumulative**	14	47	19	0	15	48	7	0	5	48	14	0	2	0	0	0
	Elementary	5	24	7	0	6	30	0	0	2	30	11	0	2	0	0	0
	Special Education	2	5	0	0	-	-	-	-	2	3	0	0	-	-	-	-
	Secondary	7	18	12	0	9	18	7	0	1	15	3	0	0	0	0	0
	Art	0	1	0	0	0	1	1	0	-	-	-	-	-	-	-	-
	English	2	2	1	0	2	3	2	0	0	6	1	0	0	0	0	0
	Math	1	5	3	0	3	4	1	0	0	2	0	0	0	0	0	0
	Music	3	5	5	0	1	4	3	0	1	6	0	0	0	0	0	0
	PE Health Wellness	1	1	2	0	1	1	0	0	0	1	2	0	0	0	0	0
	Social Studies	0	3	1	0	2	4	0	0	2	10	4	0	0	0	0	0
	Spanish	0	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0
4.2 Collaboration with Colleagues	**Cumulative**	15	44	21	0	17	48	10	0	9	44	15	0	2	0	0	0
	Elementary	5	23	7	0	7	30	4	0	4	31	9	0	2	0	0	0
	Special Education	1	5	1	0	-	-	-	-	2	3	0	0	-	-	-	-
	Secondary	9	16	13	0	10	18	6	0	3	10	6	0	0	0	0	0
	Art	0	1	0	0	0	1	0	0	-	-	-	-	-	-	-	-
	English	1	3	2	0	3	3	1	0	0	5	1	0	0	0	0	0
	Math	2	4	3	0	3	4	1	0	0	2	0	0	0	0	0	0
	Music	3	4	5	0	0	5	2	0	2	3	2	0	0	0	0	0
	PE Health Wellness	2	0	2	0	1	1	0	0	1	0	3	0	0	0	0	0
	Social Studies	0	3	1	0	2	3	2	0	2	10	4	0	0	0	0	0
	Spanish	1	1	0	0	1	1	0	0	0	1	1	0	0	0	0	0
5.1 School-wide Collaboration	**Cumulative**	9	44	17	0	12	47	11	0	5	40	21	0	1	0	0	0
	Elementary	1	22	7	0	4	28	6	0	1	26	17	0	1	0	0	0
	Special Education	1	5	2	0	-	-	-	-	2	3	0	0	-	-	-	-
	Secondary	7	17	8	0	8	19	5	0	2	11	4	0	0	0	0	0
	Art	0	1	1	0	0	0	1	0	-	-	-	-	-	-	-	-
	English	1	3	2	0	1	3	1	0	0	4	2	0	0	0	0	0
	Math	2	3	4	0	3	4	1	0	0	2	0	0	0	0	0	0
	Music	3	5	0	0	1	5	2	0	2	3	1	0	0	0	0	0
	PE Health Wellness	1	1	1	0	1	2	0	0	0	2	1	0	0	0	0	0
	Social Studies	0	3	0	0	2	4	0	0	0	10	5	0	0	0	0	0
	Spanish	0	1	0	0	0	1	0	0	0	1	1	0	0	0	0	0
5.2 Working with Community	**Cumulative**	13	42	11	0	19	41	12	0	7	39	10	1	1	0	0	0
	Elementary	4	21	7	0	12	25	6	0	4	25	9	1	1	0	0	0
	Special Education	1	5	1	0	-	-	-	-	2	3	0	0	-	-	-	-
	Secondary	8	16	3	0	7	16	6	0	1	11	1	0	0	0	0	0
	Art	0	1	1	0	0	0	1	0	-	-	-	-	-	-	-	-
	English	2	2	2	0	1	3	1	0	0	3	1	0	0	0	0	0
	Math	1	5	1	0	3	3	1	0	0	2	0	0	0	0	0	0
	Music	4	3	0	0	1	3	2	0	1	3	0	0	0	0	0	0
	PE Health Wellness	1	1	1	0	1	2	0	0	0	3	0	0	0	0	0	0
	Social Studies	0	3	0	0	1	4	0	0	0	7	6	0	0	0	0	0
	Spanish	0	1	0	0	0	1	1	0	1	0	1	0	0	0	0	0
	Cumulative	11	48	14	0	15	47	12	0	8	40	13	0	2	0	0	0

5.3 Practices and Policies	**Elementary**	3	24	5	0	5	28	7	0	3	27	13	0	2	0	0	0
	Special Education	1	5	2	0	-	-	-	-	2	3	0	0	-	-	-	-
	Secondary	7	19	7	0	10	19	5	0	3	10	0	0	0	0	0	0
	Art	0	1	1	0	0	1	0	0	-	-	-	-	-	-	-	-
	English	1	3	2	0	2	3	1	0	1	4	0	0	0	0	0	0
	Math	1	5	2	0	3	3	1	0	0	2	0	0	0	0	0	0
	Music	3	5	1	0	1	5	2	0	1	3	0	0	0	0	0	0
	PE Health Wellness	2	1	1	0	2	1	0	0	1	1	0	0	0	0	0	0
	Social Studies	0	3	0	0	2	5	1	0	0	5	10	0	0	0	0	0
	Spanish	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	0
6.1 Measurable Progress	**Cumulative**	26	47	11	0	27	52	2	0	20	49	2	0	2	0	0	0
	Elementary	13	20	2	0	15	28	0	0	12	32	1	0	2	0	0	0
	Special Education	1	5	0	0	-	-	-	-	2	3	0	0	-	-	-	-
	Secondary	12	22	9	0	12	24	2	0	6	14	1	0	0	0	0	0
	Art	1	1	0	0	1	1	0	0	-	-	-	-	-	-	-	-
	English	3	4	1	0	2	5	0	0	2	6	0	0	0	0	0	0
	Math	1	5	2	0	3	5	0	0	2	0	0	0	0	0	0	0
	Music	4	4	5	0	1	6	1	0	2	4	1	0	0	0	0	0
	PE Health Wellness	2	2	0	0	2	1	0	0	0	4	0	0	0	0	0	0
	Social Studies	1	5	1	0	2	5	1	0	1	17	0	0	0	0	0	0
	Spanish	0	1	0	0	1	1	0	0	1	1	0	0	0	0	0	0

Standard 7 Target (T) = 3 points Acceptable (A) = 2 points Unsatisfactory (U) = 1 points		Fall 2019						Spring 2020					
		Placement 1			Placement 2			Placement 1			Placement 2		
		T	A	U	T	A	U	T	A	U	T	A	U
Policy and Procedure	**Cumulative**	58	4	1	58	3	0	79	2	0	2	0	0
	Elementary	26	1	1	31	2	0	49	1	0	2	0	0
	Special Education	5	0	0	-	-	-	5	0	0	-	-	-
	Secondary	27	3	0	27	1	0	25	1	0	0	0	0
	Art	1	0	0	1	0	0	-	-	-	-	-	-
	English	5	1	0	5	0	0	8	0	0	0	0	0
	Math	5	2	0	5	0	0	2	0	0	0	0	0
	Music	8	0	0	8	0	0	11	1	0	0	0	0
	PE Health Wellness	2	0	0	2	0	0	4	0	0	0	0	0
	Social Studies	5	0	0	5	1	0	18	0	0	0	0	0
	Spanish	1	0	0	1	0	0	2	0	0	0	0	0
Time & Goal Management	**Cumulative**	58	4	0	58	3	0	79	2	0	2	0	0
	Elementary	26	1	0	31	2	0	49	1	0	2	0	0
	Special Education	5	0	0	-	-	-	5	0	0	-	-	-
	Secondary	27	3	0	27	1	0	25	1	0	0	0	0
	Art	1	0	0	1	0	0	-	-	-	-	-	-
	English	5	1	0	5	0	0	8	0	0	0	0	0
	Math	5	1	0	5	0	0	2	0	0	0	0	0
	Music	8	0	0	8	0	0	11	1	0	0	0	0
	PE Health Wellness	2	0	0	2	0	0	4	0	0	0	0	0
	Social Studies	5	1	0	5	1	0	17	1	0	0	0	0
	Spanish	1	0	0	1	0	0	2	0	0	0	0	0
Schedule	**Cumulative**	58	2	0	58	3	0	78	3	0	2	0	0
	Elementary	26	0	0	31	2	0	48	2	0	2	0	0
	Special Education	5	0	0	-	-	-	5	0	0	-	-	-

	Secondary	27	2	0	27	1	0	25	1	0	0	0	0
	Art	1	0	0	1	0	0	-	-	-	-	-	-
	English	5	1	0	5	0	0	8	0	0	0	0	0
	Math	5	1	0	5	0	0	2	0	0	0	0	0
	Music	8	0	0	8	0	0	11	1	0	0	0	0
	PE Health Wellness	2	0	0	2	0	0	4	0	0	0	0	0
	Social Studies	5	0	0	5	1	0	18	0	0	0	0	0
	Spanish	1	0	0	1	0	0	2	0	0	0	0	0
Respect	**Cumulative**	58	3	0	58	2	0	78	3	0	2	0	0
	Elementary	26	1	0	31	2	0	48	2	0	2	0	0
	Special Education	5	0	0	-	-	-	5	0	0	-	-	-
	Secondary	27	2	0	27	0	0	25	1	0	0	0	0
	Art	1	0	0	1	0	0	-	-	-	-	-	-
	English	5	1	0	5	0	0	8	0	0	0	0	0
	Math	5	1	0	5	0	0	2	0	0	0	0	0
	Music	8	0	0	8	0	0	11	1	0	0	0	0
	PE Health Wellness	2	0	0	2	0	0	4	0	0	0	0	0
	Social Studies	5	0	0	5	0	0	18	0	0	0	0	0
	Spanish	1	0	0	1	0	0	2	0	0	0	0	0
Appearance	**Cumulative**	58	2	0	58	3	0	78	3	0	2	0	0
	Elementary	26	1	0	31	3	0	49	1	0	2	0	0
	Special Education	5	0	0	-	-	-	5	0	0	-	-	-
	Secondary	27	1	0	27	0	0	24	2	0	0	0	0
	Art	1	0	0	1	0	0	-	-	-	-	-	-
	English	5	1	0	5	0	0	8	0	0	0	0	0
	Math	5	0	0	5	0	0	2	0	0	0	0	0
	Music	8	0	0	8	0	0	10	2	0	0	0	0
	PE Health Wellness	2	0	0	2	0	0	4	0	0	0	0	0
	Social Studies	5	0	0	5	0	0	18	0	0	0	0	0
	Spanish	1	0	0	1	0	0	2	0	0	0	0	0
Self-Control	**Cumulative**	57	5	0	58	2	0	80	1	0	2	0	0
	Elementary	26	0	0	31	2	0	49	1	0	2	0	0
	Special Education	4	3	0	-	-	-	5	0	0	-	-	-
	Secondary	27	2	0	27	0	0	26	0	0	0	0	0
	Art	1	0	0	1	0	0	-	-	-	-	-	-
	English	5	1	0	5	0	0	8	0	0	0	0	0
	Math	5	1	0	5	0	0	2	0	0	0	0	0
	Music	8	0	0	8	0	0	12	0	0	0	0	0
	PE Health Wellness	2	0	0	2	0	0	4	0	0	0	0	0
	Social Studies	5	0	0	5	0	0	18	0	0	0	0	0
	Spanish	1	0	0	1	0	0	2	0	0	0	0	0
Integrity	**Cumulative**	57	2	0	58	2	0	80	1	0	2	0	0
	Elementary	26	1	0	31	2	0	50	0	0	2	0	0
	Special Education	5	0	0	-	-	-	5	0	0	-	-	-
	Secondary	26	1	0	27	0	0	25	1	0	0	0	0
	Art	1	0	0	1	0	0	-	-	-	-	-	-
	English	5	0	0	5	0	0	8	0	0	0	0	0
	Math	5	1	0	5	0	0	2	0	0	0	0	0
	Music	8	0	0	8	0	0	11	1	0	0	0	0
	PE Health Wellness	1	0	0	2	0	0	4	0	0	0	0	0

	Social Studies	1	0	0	5	0	0	18	0	0	0	0	0
	Spanish	5	0	0	1	0	0	2	0	0	0	0	0
Adaptability	**Cumulative**	57	1	0	57	5	0	75	6	0	2	0	0
	Elementary	26	0	0	31	2	0	48	2	0	2	0	0
	Special Education	5	0	0	-	-	-	5	0	0	-	-	-
	Secondary	26	1	0	26	3	0	22	4	0	0	0	0
	Art	1	0	0	1	0	0	-	-	-	-	-	-
	English	5	0	0	5	0	0	8	0	0	0	0	0
	Math	4	1	0	5	0	0	2	0	0	0	0	0
	Music	8	0	0	7	2	0	10	2	0	0	0	0
	PE Health Wellness	2	0	0	2	0	0	2	2	0	0	0	0
	Social Studies	5	0	0	5	1	0	17	1	0	0	0	0
	Spanish	1	0	0	1	0	0	2	0	0	0	0	0
Critical Thinking	**Cumulative**	53	14	0	54	12	0	65	15	1	2	0	0
	Elementary	25	6	0	29	6	0	40	10	0	2	0	0
	Special Education	5	0	0	-	-	-	5	0	0	-	-	-
	Secondary	23	8	0	25	6	0	20	5	1	0	0	0
	Art	1	0	0	1	0	0	-	-	-	-	-	-
	English	4	2	0	5	1	0	8	0	0	0	0	0
	Math	5	1	0	5	1	0	2	0	0	0	0	0
	Music	6	3	0	7	3	0	8	3	1	0	0	0
	PE Health Wellness	2	0	0	2	0	0	2	2	0	0	0	0
	Social Studies	4	2	0	4	1	0	14	4	0	0	0	0
	Spanish	1	0	0	1	0	0	2	0	0	0	0	0
Commitment to Students	**Cumulative**	57	9	0	58	5	0	76	5	0	2	0	0
	Elementary	25	6	0	31	3	0	46	4	0	2	0	0
	Special Education	5	0	0	-	-	-	5	0	0	-	-	-
	Secondary	27	3	0	27	2	0	25	1	0	0	0	0
	Art	1	0	0	1	0	0	-	-	-	-	-	-
	English	5	0	0	5	1	0	8	0	0	0	0	0
	Math	5	2	0	5	0	0	2	0	0	0	0	0
	Music	8	0	0	8	0	0	11	1	0	0	0	0
	PE Health Wellness	2	0	0	2	0	0	4	0	0	0	0	0
	Social Studies	5	1	0	5	1	0	17	1	0	0	0	0
	Spanish	1	0	0	1	0	0	2	0	0	0	0	0
Commitment to Diversity	**Cumulative**	57	13	0	57	8	0	71	9	0	2	0	0
	Elementary	26	6	0	30	5	0	41	8	0	2	0	0
	Special Education	5	1	0	-	-	-	5	0	0	-	-	-
	Secondary	26	6	0	27	3	0	25	1	0	0	0	0
	Art	1	1	0	1	0	0	-	-	-	-	-	-
	English	4	1	0	5	1	0	8	0	0	0	0	0
	Math	5	2	0	5	1	0	2	0	0	0	0	0
	Music	8	0	0	8	0	0	12	0	0	0	0	0
	PE Health Wellness	2	0	0	2	0	0	3	1	0	0	0	0
	Social Studies	5	2	0	5	1	0	15	3	0	0	0	0
	Spanish	1	0	0	1	0	0	2	0	0	0	0	0
Commitment to Technology	**Cumulative**	55	15	0	56	10	0	72	9	0	2	0	0
	Elementary	25	6	0	29	7	0	43	7	0	2	0	0
	Special Education	5	2	0	-	-	-	5	0	0	-	-	-
	Secondary	25	7	0	27	3	0	24	2	0	0	0	0

	Art	1	0	0	1	0	0	-	-	-	-	-	-
	English	4	1	0	5	1	0	8	0	0	0	0	0
	Math	5	1	0	5	0	0	2	0	0	0	0	0
	Music	7	2	0	8	1	0	10	2	0	0	0	0
	PE Health Wellness	2	1	0	2	1	0	4	0	0	0	0	0
	Social Studies	5	2	0	5	0	0	14	4	0	0	0	0
	Spanish	1	0	0	1	0	0	2	0	0	0	0	0
Commitment to Profession	**Cumulative**	54	12	0	53	9	0	67	14	0	2	0	0
	Elementary	25	6	0	28	6	0	38	12	0	2	0	0
	Special Education	5	0	0	-	-	-	5	0	0	-	-	-
	Secondary	24	6	0	25	3	0	24	2	0	0	0	0
	Art	1	0	0	1	0	0	-	-	-	-	-	-
	English	4	2	0	4	1	0	8	0	0	0	0	0
	Math	5	0	0	5	0	0	2	0	0	0	0	0
	Music	7	2	0	7	1	0	11	1	0	0	0	0
	PE Health Wellness	2	0	0	2	0	0	3	1	0	0	0	0
	Social Studies	4	2	0	5	1	0	14	4	0	0	0	0
	Spanish	1	0	0	1	0	0	2	0	0	0	0	0