GRAND VALLEY STATE UNIVERSITY

COLLEGE OF EDUCATION AND COMMUNITY INNOVATION

2022-2023 Initial Teacher Candidate Internship Assessments Data

Contents

UFC Clinical Internship Performance Evaluation of Student EDI 430

2022-11-22 - 2023-05-01

Summary Statistics					
Scored Evaluations	175	# Pass	166	Mean Score	17.07
Rows	22	% Pass	94.86	Median Score	16
Possible Item Scores	3850	Highest Score	22	Std Dev	3.13
Actual Item Scores	3827	Lowest Score	7.33	KR(20) / Cronbach Alpha	0.97

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4)	0.76	0.18	0.71	0.97
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7)	0.81	0.17	0.8	0.97
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)	0.75	0.17	0.82	0.97
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)	0.77	0.16	0.8	0.97

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7)	0.78	0.18	0.8	0.97
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6)	0.73	0.16	0.79	0.97
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)	0.83	0.19	0.69	0.97
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5)	0.8	0.17	0.83	0.97
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3)	0.78	0.19	0.72	0.97
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)	0.77	0.2	0.66	0.97
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3)	0.83	0.17	0.74	0.97
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	0.8	0.17	0.8	0.97

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	Row Analysis				
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8)	0.73	0.19	0.77	0.97
14	Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	0.78	0.18	0.81	0.97
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6)	0.73	0.16	0.73	0.97
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8)	0.79	0.19	0.82	0.97
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.81	0.19	0.78	0.97
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.77	0.17	0.8	0.97
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)	0.77	0.17	0.8	0.97
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)	0.78	0.18	0.73	0.97

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.8	0.18	0.69	0.97
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10)	0.81	0.18	0.73	0.97

Details

No	Row	Average	Levels Of Achievement	Distribution
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4)	0.76	■ 55 (31.4%) Distinguished ■ 112 (64%) Proficient ■ 8 (4.6%) Developing	
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7)	0.81	■ 78 (44.8%) Distinguished ■ 94 (54%) Proficient ■ 2 (1.1%) Developing	

No	Row	Average	Levels Of Achievement	Distribution
	Details			
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)	0.75	■ 50 (28.7%) Distinguished ■ 116 (66.7%) Proficient ■ 8 (4.6%) Developing	
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)	0.77	■ 52 (30.8%) Distinguished ■ 115 (68%) Proficient ■ 2 (1.2%) Developing	
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7)	0.78	■ 63 (36.2%) Distinguished ■ 106 (60.9%) Proficient ■ 5 (2.9%) Developing	
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6)	0.73	■ 41 (23.6%) Distinguished ■ 126 (72.4%) Proficient ■ 7 (4%) Developing	

	Details			
No	**Row**	**Average**	**Levels Of Achievement**	**Distribution**
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)	0.83	■ 93 (53.8%) Distinguished ■ 74 (42.8%) Proficient ■ 6 (3.5%) Developing	
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5)	0.8	■ 72 (41.4%) Distinguished ■ 99 (56.9%) Proficient ■ 3 (1.7%) Developing	
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3)	0.78	■ 71 (40.6%) Distinguished ■ 94 (53.7%) Proficient ■ 10 (5.7%) Developing	
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)	0.77	■ 67 (38.3%) Distinguished ■ 97 (55.4%) Proficient ■ 11 (6.3%) Developing	

			Details		
No	**Row**	**Average**	**Levels Of Achievement**		**Distribution**
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3)	0.83	■ 86 (49.4%) Distinguished ■ 87 (50%) Proficient ■ 1 (0.6%) Developing		
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	0.8	■ 71 (40.8%) Distinguished ■ 102 (58.6%) Proficient ■ 1 (0.6%) Developing		
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8)	0.73	■ 48 (27.7%) Distinguished ■ 110 (63.6%) Proficient ■ 15 (8.7%) Developing		
14	Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	0.78	■ 64 (36.8%) Distinguished ■ 105 (60.3%) Proficient ■ 5 (2.9%) Developing		

				Details		
No	**Row**		**Average**	**Levels Of Achievement**		**Distribution**
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6)		0.73	■ 40 (22.9%) Distinguished ■ 128 (73.1%) Proficient ■ 7 (4%) Developing		
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8)		0.79	■ 71 (40.8%) Distinguished ■ 96 (55.2%) Proficient ■ 7 (4%) Developing		
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)		0.81	■ 81 (46.3%) Distinguished ■ 87 (49.7%) Proficient ■ 7 (4%) Developing		
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9)		0.77	■ 56 (32%) Distinguished ■ 115 (65.7%) Proficient ■ 4 (2.3%) Developing		

	Details			
No	**Row**	**Average**	**Levels Of Achievement**	**Distribution**
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)	0.77	■ 60 (34.5%) Distinguished ■ 110 (63.2%) Proficient ■ 4 (2.3%) Developing	
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)	0.78	■ 64 (36.8%) Distinguished ■ 104 (59.8%) Proficient ■ 6 (3.4%) Developing	
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.8	■ 75 (43.1%) Distinguished ■ 94 (54%) Proficient ■ 5 (2.9%) Developing	
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10)	0.81	■ 80 (46%) Distinguished ■ 90 (51.7%) Proficient ■ 4 (2.3%) Developing	

UFC Clinical Internship Performance Evaluation of Student EDI 431

2022-11-29 - 2023-05-02

Summary Statistics					
Scored Evaluations	99	# Pass	98	Mean Score	17.03
Rows	22	% Pass	98.99	Median Score	16.33
Possible Item Scores	2178	Highest Score	22	Std Dev	2.46
Actual Item Scores	2160	Lowest Score	12	KR(20) / Cronbach Alpha	0.95

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4)	0.76	0.16	0.79	0.95
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7)	0.78	0.17	0.74	0.95
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)	0.76	0.15	0.66	0.95
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)	0.82	0.17	0.63	0.95

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7)	0.78	0.16	0.67	0.95
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6)	0.72	0.14	0.74	0.95
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)	0.9	0.15	0.46	0.96
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5)	0.78	0.16	0.72	0.95
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3)	0.83	0.17	0.63	0.96
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)	0.76	0.16	0.7	0.95
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3)	0.87	0.16	0.56	0.95
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	0.76	0.16	0.85	0.95
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8)	0.73	0.13	0.72	0.95

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
14	Danielson 3c: Engaging students in learning CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	0.77	0.15	0.78	0.95
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6)	0.72	0.14	0.76	0.95
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8)	0.77	0.15	0.8	0.95
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.85	0.17	0.6	0.96
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.76	0.15	0.84	0.95
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)	0.75	0.15	0.82	0.95
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)	0.74	0.16	0.72	0.95
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.79	0.16	0.69	0.95

Row Analysis

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10)	0.76	0.15	0.7	0.95

Details

No	Row	Average	Levels Of Achievement	Distribution
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4)	0.76	■ 29 (29.3%) Distinguished ■ 69 (69.7%) Proficient ■ 1 (1%) Developing	
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7)	0.78	■ 36 (36.4%) Distinguished ■ 62 (62.6%) Proficient ■ 1 (1%) Developing	
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)	0.76	■ 28 (28.3%) Distinguished ■ 71 (71.7%) Proficient ■ 0 (0%) Developing	

Details				
No	Row	Average	Levels Of Achievement	Distribution
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)	0.82	■ 48 (48.5%) Distinguished ■ 50 (50.5%) Proficient ■ 1 (1%) Developing	
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7)	0.78	■ 34 (34.7%) Distinguished ■ 64 (65.3%) Proficient ■ 0 (0%) Developing	
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6)	0.72	■ 18 (18.8%) Distinguished ■ 76 (79.2%) Proficient ■ 2 (2.1%) Developing	
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)	0.9	■ 67 (69.1%) Distinguished ■ 30 (30.9%) Proficient ■ 0 (0%) Developing	

No	Row	Average	Levels Of Achievement	Distribution
	Details			
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5)	0.78	■ 32 (32.7%) Distinguished ■ 66 (67.3%) Proficient ■ 0 (0%) Developing	
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3)	0.83	■ 48 (50%) Distinguished ■ 47 (49%) Proficient ■ 1 (1%) Developing	
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)	0.76	■ 29 (29.3%) Distinguished ■ 68 (68.7%) Proficient ■ 2 (2%) Developing	
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3)	0.87	■ 61 (61.6%) Distinguished ■ 38 (38.4%) Proficient ■ 0 (0%) Developing	

No	Row	Average	Levels Of Achievement	Distribution
		Details		
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	0.76	■ 30 (30.3%) Distinguished ■ 68 (68.7%) Proficient ■ 1 (1%) Developing	
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8)	0.73	■ 20 (20.4%) Distinguished ■ 78 (79.6%) Proficient ■ 0 (0%) Developing	
14	Danielson 3c: Engaging students in learning CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	0.77	■ 30 (30.3%) Distinguished ■ 69 (69.7%) Proficient ■ 0 (0%) Developing	
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6)	0.72	■ 18 (18.2%) Distinguished ■ 79 (79.8%) Proficient ■ 2 (2%) Developing	

			Details	
No	Row	Average	Levels Of Achievement	Distribution
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8)	0.77	■ 29 (29.9%) Distinguished ■ 68 (70.1%) Proficient ■ 0 (0%) Developing	
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.85	■ 55 (56.7%) Distinguished ■ 41 (42.3%) Proficient ■ 1 (1%) Developing	
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.76	■ 28 (28.6%) Distinguished ■ 70 (71.4%) Proficient ■ 0 (0%) Developing	
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)	0.75	■ 25 (25.5%) Distinguished ■ 73 (74.5%) Proficient ■ 0 (0%) Developing	

Details				
No	Row	Average	Levels Of Achievement	Distribution
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)	0.74	■ 25 (25.5%) Distinguished ■ 70 (71.4%) Proficient ■ 3 (3.1%) Developing	
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.79	■ 36 (36.4%) Distinguished ■ 63 (63.6%) Proficient ■ 0 (0%) Developing	
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10)	0.76	■ 27 (27.3%) Distinguished ■ 72 (72.7%) Proficient ■ 0 (0%) Developing	

UFC Clinical Internship Performance Evaluation of Student EDI 685 GTC Elem

2022-12-12 - 2023-04-20

Summary Statistics					
Scored Evaluations	12	# Pass	12	Mean Score	21.36
Rows	22	% Pass	100	Median Score	21.33
Possible Item Scores	264	Highest Score	22	Std Dev	0.73
Actual Item Scores	263	Lowest Score	19.67	KR(20) / Cronbach Alpha	0.74

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4)	0.94	0.13	0.55	0.73
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7)	1	0	0	0.74
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)	0.94	0.12	0.51	0.71
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)	1	0	0	0.74

	Row Analysis				
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7)	1	0	0	0.74
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6)	0.92	0.14	0.39	0.73
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)	1	0	0	0.74
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5)	1	0	0	0.74
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3)	0.94	0.12	0.39	0.72
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)	0.92	0.14	0.61	0.7
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3)	1	0	0	0.74
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	1	0	0	0.74

		Row Analysis				
Position		**Row**	**Average**	**Std Dev**	**Point Biserial**	**Cronbach Del**
13		Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8)	0.94	0.12	0.27	0.74
14		Danielson 3c: Engaging students in learning CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	1	0	0	0.74
15		Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6)	0.97	0.09	0.63	0.7
16		Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8)	1	0	0	0.74
17		Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)	1	0	0	0.74
18		Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.97	0.09	0.31	0.73
19		Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)	0.94	0.12	0.16	0.75
20		Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)	0.97	0.09	0.31	0.73

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.97	0.09	0.31	0.73
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10)	1	0	0	0.74

Details

No	Row	Average	Levels Of Achievement	Distribution
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4)	0.94	■ 9 (81.8%) Distinguished ■ 2 (18.2%) Proficient ■ 0 (0%) Developing	
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7)	1	■ 12 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing	

No	Row	Average	Levels Of Achievement	Distribution
	Details			
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)	0.94	■ 10 (83.3%) Distinguished ■ 2 (16.7%) Proficient ■ 0 (0%) Developing	
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)	1	■ 12 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing	
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7)	1	■ 12 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing	
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6)	0.92	■ 9 (75%) Distinguished ■ 3 (25%) Proficient ■ 0 (0%) Developing	

No	Row	Average	Levels Of Achievement	Distribution
		Details		
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)	1	■ 12 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing	
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5)	1	■ 12 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing	
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3)	0.94	■ 10 (83.3%) Distinguished ■ 2 (16.7%) Proficient ■ 0 (0%) Developing	
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)	0.92	■ 9 (75%) Distinguished ■ 3 (25%) Proficient ■ 0 (0%) Developing	

		Details		
No	Row	Average	Levels Of Achievement	Distribution
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3)	1	■ 12 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing	
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	1	■ 12 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing	
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8)	0.94	■ 10 (83.3%) Distinguished ■ 2 (16.7%) Proficient ■ 0 (0%) Developing	
14	Danielson 3c: Engaging students in learning CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	1	■ 12 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing	

		Details		
No	Row	Average	Levels Of Achievement	Distribution
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6)	0.97	■ 11 (91.7%) Distinguished ■ 1 (8.3%) Proficient ■ 0 (0%) Developing	
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8)	1	■ 12 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing	
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)	1	■ 12 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing	
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.97	■ 11 (91.7%) Distinguished ■ 1 (8.3%) Proficient ■ 0 (0%) Developing	

	Details			
No	**Row**	**Average**	**Levels Of Achievement**	**Distribution**
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)	0.94	■ 10 (83.3%) Distinguished ■ 2 (16.7%) Proficient ■ 0 (0%) Developing	
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)	0.97	■ 11 (91.7%) Distinguished ■ 1 (8.3%) Proficient ■ 0 (0%) Developing	
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.97	■ 11 (91.7%) Distinguished ■ 1 (8.3%) Proficient ■ 0 (0%) Developing	
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10)	1	■ 12 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing	

UFC Clinical Internship Performance Evaluation of Student EDI 685 GTC Sec

2022-12-12 - 2023-04-20

Summary Statistics					
Scored Evaluations	9	# Pass	9	Mean Score	21.63
Rows	22	% Pass	100	Median Score	22
Possible Item Scores	198	Highest Score	22	Std Dev	0.94
Actual Item Scores	198	Lowest Score	19	KR(20) / Cronbach Alpha	0.92

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4)	1	0	0	0.92
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7)	0.96	0.1	0.99	0.9
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)	1	0	0	0.92
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)	0.96	0.1	0.99	0.9

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7)	1	0	0	0.92
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6)	1	0	0	0.92
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)	1	0	0	0.92
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5)	1	0	0	0.92
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3)	0.96	0.1	0.99	0.9
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)	1	0	0	0.92
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3)	1	0	0	0.92
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	1	0	0	0.92

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8)	0.96	0.1	0.99	0.9
14	Danielson 3c: Engaging students in learning CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	1	0	0	0.92
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6)	1	0	0	0.92
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8)	0.96	0.1	0.99	0.9
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)	1	0	0	0.92
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.96	0.1	0.99	0.9
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)	0.93	0.14	0.66	0.92
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)	0.96	0.1	0.99	0.9

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.96	0.1	0.99	0.9
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10)	1	0	0	0.92

Details

No	Row	Average	Levels Of Achievement	Distribution
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4)	1	■ 9 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing	
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7)	0.96	■ 8 (88.9%) Distinguished ■ 1 (11.1%) Proficient ■ 0 (0%) Developing	

			Details	
No	Row	Average	Levels Of Achievement	Distribution
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)	1	■ 9 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing	
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)	0.96	■ 8 (88.9%) Distinguished ■ 1 (11.1%) Proficient ■ 0 (0%) Developing	
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7)	1	■ 9 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing	
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6)	1	■ 9 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing	

No	Row	Average	Levels Of Achievement	Distribution
	Details			
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)	1	■ 9 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing	
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5)	1	■ 9 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing	
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3)	0.96	■ 8 (88.9%) Distinguished ■ 1 (11.1%) Proficient ■ 0 (0%) Developing	
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)	1	■ 9 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing	

	Details			
No	Row	Average	Levels Of Achievement	Distribution
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3)	1	■ 9 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing	
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	1	■ 9 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing	
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8)	0.96	■ 8 (88.9%) Distinguished ■ 1 (11.1%) Proficient ■ 0 (0%) Developing	
14	Danielson 3c: Engaging students in learning CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	1	■ 9 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing	

	Details			
No	**Row**	**Average**	**Levels Of Achievement**	**Distribution**
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6)	1	■ 9 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing	
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8)	0.96	■ 8 (88.9%) Distinguished ■ 1 (11.1%) Proficient ■ 0 (0%) Developing	
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)	1	■ 9 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing	
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.96	■ 8 (88.9%) Distinguished ■ 1 (11.1%) Proficient ■ 0 (0%) Developing	

Details				
No	**Row**	**Average**	**Levels Of Achievement**	**Distribution**
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)	0.93	■ 7 (77.8%) Distinguished ■ 2 (22.2%) Proficient ■ 0 (0%) Developing	
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)	0.96	■ 8 (88.9%) Distinguished ■ 1 (11.1%) Proficient ■ 0 (0%) Developing	
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.96	■ 8 (88.9%) Distinguished ■ 1 (11.1%) Proficient ■ 0 (0%) Developing	
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10)	1	■ 9 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing	

EDS 471 Clinical Internship Performance Evaluation Assessment

EDS 471 Clinical Internship Performance Evaluation Assessment

2023-05-30 - 2023-06-07

Summary Statistics					
Scored Evaluations	26	# Pass	26	Mean Score	18.06
Rows	22	% Pass	100	Median Score	17
Possible Item Scores	572	Highest Score	21.5	Std Dev	1.63
Actual Item Scores	572	Lowest Score	15.75	KR(20) / Cronbach Alpha	0.93

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4) HLPSE 4 MARSE R 340.1781 RULE 81. (1)(a) (i), (1)(a)(x) ,(1)(a)(ii) Initial Specialty Set for DD/ASD: DDA.4.K2- Assessments of environmental conditions that promote maximum performance of individuals with DD/ASD.	0.79	0.09	0.59	0.93

		Row Analysis				
Position	**Row**		**Average**	**Std Dev**	**Point Biserial**	**Cronbach Del**
	DDA.4.K4- Individuals strengths, skills, and learning styles.					
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7) HLPSE 4, 10, 13 MARSE R 340.1781 RULE 81.(1)(a)(x) Initial Specialty Set for DD/ASD: DDA.2.S4- Plan systematic instruction based on learner characteristics, interests, and ongoing assessment. DDA.4.S2- Develop strategies for monitoring and analyzing challenging behavior and its communicative intent. DDA.4.S3- Conduct functional behavior assessments that lead to development of behavior support plans. DDA.4.K2- Assessments of environmental conditions that promote maximum performance of individuals with DD/ASD. DDA.4.K4- Individuals strengths, skills, and learning styles.		0.86	0.12	0.58	0.93
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1) HLPSE 6, 11 MARSE R 340.1781 RULE 81(1)(a)(ii),(1)(a)(v),(1)(a)(vi)		0.82	0.11	0.57	0.93

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	Row Analysis				
	Initial Specialty Set for DD/ASD: DDA.4.S1- Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with DD and ASD. DDA.5.K1- Specialized curriculum designed to meet the needs of individuals with DD and ASD. DDA.5.S1- Match levels of support to changing needs of the individual. DDA.5.S14- Plan and implement instruction and related services that are both age and ability appropriate.				
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10) HLPSE 4, 13 MARSE R 340.1781 RULE 81(1)(a) (i) Initial Specialty Set for DD/ASD: DDA.4.K2- Assessments of environmental conditions that promote maximum performance of individuals with DD/ASD. DDA.4.K4- Individuals strengths, skills, and learning styles.	0.78	0.08	0.41	0.93
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7) HLPSE 12, 13, 15	0.82	0.11	0.89	0.93

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	MARSE R 340.1781 RULE 81 (1)(a)(iii)				
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6) HLPSE 6, 13 MARSE R 340.1781 RULE 81 (1)(a)(ii) Initial Specialty Set for DD/ASD: DDA.4.S1- Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with DD and ASD.	0.79	0.09	0.66	0.93
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3) HLPSE 7,9 Initial Specialty Set for DD/ASD: DDA.5.S5- Consistently use proactive strategies and positive behavioral supports. DDA.5.S11- Provide instruction in self-regulation. DDA.5.S15- Use specialized instruction to enhance social participation across environments.	0.9	0.14	0.5	0.93

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	Row Analysis				
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5) HLPSE 7,8,21,22 Initial Specialty Set for DD/ASD: DDA.4.K2-Assessments of environmental conditions that promote maximum performance of individuals with DD/ASD. DDA.4.K3- Components of assessment for the core areas for individuals with DD/ASD. DDA.6.K4- Trends and practices in the field of DD and ASD. DDA.6.K7- Concepts of self-determination self-advocacy, and community and family support, and impact in the lives of individuals with DD and ASD.	0.82	0.11	0.26	0.94
9	Danielson 2c Managing classroom procedures (CAEP 1.4; InTASC 3) HLPSE 7 Initial Specialty Set for DD/ASD: DDA.4.K2-Assessments of environmental conditions that promote maximum performance of individuals with DD/ASD.	0.84	0.12	0.71	0.93

				Row Analysis				
Position	**Row**	**Average**	**Std Dev**	**Point Biserial**	**Cronbach Del**
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3) Initial Preparation Standard 4.4: Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. HLPSE 7,8,9,10 Initial Specialty Set for DD/ASD: DDA.4.K2-Assessments of environmental conditions that promote maximum performance of individuals with DD/ASD. DDA.4.K3- Components of assessment for the core areas for individuals with DD/ASD. DDA.5.S5- Consistently use proactive strategies and positive behavioral supports. DDA.5.S11- Provide instruction in self-regulation. DDA.5.S15- Use specialized instruction to enhance social participation across environments. DDA.2.S4- Plan systematic instruction based on learner characteristics, interests, and ongoing assessment.DDA.4.S2 DDA.4.S3	0.77	0.07	0.51	0.93
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3) HLP SE 19	0.92	0.12	0.49	0.93

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	Row Analysis				
	MARSE R 340.1781 RULE 81 (1)(a)(iv)				
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5) HLPSE 14,16,20 Initial Specialty Set for DD/ASD: DDA.5.S13- Plan instruction for independent functional life skills and adaptive behavior. DDA.5.S3- Provide specialized instruction for spoken language, reading, and writing. DDA.5.S4- Use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context. DDA.5.S8- Provide instruction in community-based settings. DDA.5.S15- Use specialized instruction to enhance social participation across environments	0.79	0.09	0.64	0.93
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8) HLPSE 16 Initial Specialty Set for DD/ASD: DDA.5.S3- Provide specialized instruction for spoken language, reading, and writing. DDA.5.S4- Use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context.	0.79	0.15	0.63	0.93

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	Row Analysis				
14	Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8) HLPSE 8, 14,17, 18,20 Initial Specialty Set for DD/ASD: DDA.4.K3- Components of assessment for the core areas for individuals with DD/ASD. DDA.5.S13- Plan instruction for independent functional life skills and adaptive behavior. DDA.5.S8- Provide instruction in community-based settings. DDA.5.S15- Use specialized instruction to enhance social participation across environments	0.8	0.1	0.7	0.93
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6) MARSE R 340.1781 RULE 81 (1)(a)(ii),(1)(a)(vii), (1)(a)(vii) HLPSE 5,8, 19,21,22 Initial Specialty Set for DD/ASD: DDA.4.S1- Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with DD and ASD.	0.78	0.08	0.54	0.93

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	DDA.6.K4- Trends and practices in the field of DD and ASD. DDA.6.K7- Concepts of self-determination, self-advocacy, and community and family support, and impact in the lives of individuals with DD and ASD.				
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8) HLPSE 6,13,15, 21,22 MARSE R 340.1781 RULE 81 (1)(a)(ii),1)(a)(vii), (1)(a)(iii) Initial Specialty Set for DD/ASD: DDA.4.K3- Components of assessment for the core areas for individuals with DD/ASD. DDA.4.S1- Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with DD and ASD.	0.87	0.12	0.72	0.93
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9) HLPSE 6 MARSE R 340.1781 RULE 81 (1)(a)(v)	0.86	0.12	0.54	0.93

	Row Analysis				
Position	**Row**	**Average**	**Std Dev**	**Point Biserial**	**Cronbach Del**
	Initial Specialty Set for DD/ASD: DDA.2.S4 Plan systematic instruction based on learner characteristics, interests, and ongoing assessment.				
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9) HLPSE 5 MARSE R 340.1781 RULE 81 (1)(a)(v),1)(a)(vi), (1)(a)(vii),1)(a)(ix)	0.79	0.09	0.55	0.93
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10) HLPSE 2,3 MARSE R 340.1781 RULE 81 (1)(a)(v),(1)(a)(v), (1)(a)(vi),(1)(a)(vii), (1)(a)(vii) Initial Specialty Set for DD/ASD: DDA.7.K1- Services, networks, and organizations for individuals, professionals, and families	0.76	0.18	0.64	0.93

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	Row Analysis				
	with DD and ASD.				
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10) HLPSE 1,2,5 MARSE R 340.1781 RULE 81 (1)(a)(v) Initial Specialty Set for DD/ASD: DDA.4.S1- Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with DD and ASD. DDA.7.K1- Services, networks, and organizations for individuals, professionals, and families with DD and ASD.	0.84	0.12	0.89	0.92
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9) HLPSE 1 MARSE R 340.1781 RULE 81 (1)(a)(v) Initial Specialty Set for DD/ASD: DDA.7.K1- Services, networks, and organizations for individuals, professionals, and families	0.84	0.12	0.73	0.93

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	with DD and ASD.				
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10) MARSE R 340.1781 RULE 81 (1)(a)(v),(1)(a)(ix), (1)(a)(x) HLPSE 1 through 22 Initial Specialty Set for DD/ASD: DDA.4.K2- All standards DDA.7.K1- Services, networks, and organizations for individuals, professionals, and families with DD and ASD.	0.87	0.14	0.7	0.93

Details

No	Row	Average	Levels Of Achievement	Distribution

No	Row	Average	Levels Of Achievement	Distribution
	Details			
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4) HLPSE 4 MARSE R 340.1781 RULE 81. (1)(a) (i), (1)(a)(x) ,(1)(a)(ii) Initial Specialty Set for DD/ASD: DDA.4.K2- Assessments of environmental conditions that promote maximum performance of individuals with DD/ASD. DDA.4.K4- Individuals strengths, skills, and learning styles.	0.79	■ 4 (15.4%) Distinguished ■ 22 (84.6%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	(pie chart)
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7) HLPSE 4, 10, 13 MARSE R 340.1781 RULE 81.(1)(a)(x) Initial Specialty Set for DD/ASD: DDA.2.S4- Plan systematic instruction based on learner characteristics, interests, and ongoing assessment. DDA.4.S2- Develop strategies for monitoring and analyzing challenging behavior and its communicative intent. DDA.4.S3- Conduct functional behavior assessments that lead to development of behavior support plans. DDA.4.K2- Assessments of environmental conditions that promote maximum performance of individuals with DD/ASD.	0.86	■ 11 (42.3%) Distinguished ■ 15 (57.7%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	(pie chart)

No	Row	Average	Levels Of Achievement	Distribution
	DDA.4.K4- Individuals strengths, skills, and learning styles.			
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1) HLPSE 6, 11 MARSE R 340.1781 RULE 81(1)(a)(ii),(1)(a)(v),(1)(a)(vi) Initial Specialty Set for DD/ASD: DDA.4.S1- Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with DD and ASD. DDA.5.K1- Specialized curriculum designed to meet the needs of individuals with DD and ASD. DDA.5.S1- Match levels of support to changing needs of the individual. DDA.5.S14- Plan and implement instruction and related services that are both age and ability appropriate.	0.82	■ 7 (26.9%) Distinguished ■ 19 (73.1%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10) HLPSE 4, 13 MARSE R 340.1781 RULE 81(1)(a) (i) Initial Specialty Set for DD/ASD: DDA.4.K2- Assessments of environmental conditions that promote maximum performance of individuals with DD/ASD.	0.78	■ 3 (11.5%) Distinguished ■ 23 (88.5%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

No	Row	Average	Levels Of Achievement	Distribution
Details				

No	Row	Average	Levels Of Achievement	Distribution
	DDA.4.K4- Individuals strengths, skills, and learning styles.			
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7) HLPSE 12, 13, 15 MARSE R 340.1781 RULE 81 (1)(a)(iii)	0.82	■ 7 (26.9%) Distinguished ■ 19 (73.1%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6) HLPSE 6, 13 MARSE R 340.1781 RULE 81 (1)(a)(ii) Initial Specialty Set for DD/ASD: DDA.4.S1- Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with DD and ASD.	0.79	■ 4 (15.4%) Distinguished ■ 22 (84.6%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3) HLPSE 7,9 Initial Specialty Set for DD/ASD: DDA.5.S5- Consistently use proactive strategies and positive behavioral supports.	0.9	■ 17 (65.4%) Distinguished ■ 8 (30.8%) Proficient ■ 1 (3.8%) Developing	

No	Row	Average	Levels Of Achievement	Distribution
	Details			

No	Row	Average	Levels Of Achievement	Distribution
	DDA.5.S11- Provide instruction in self-regulation. DDA.5.S15- Use specialized instruction to enhance social participation across environments.		■ 0 (0%) Unsatisfactory	
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5) HLPSE 7,8,21,22 Initial Specialty Set for DD/ASD: DDA.4.K2-Assessments of environmental conditions that promote maximum performance of individuals with DD/ASD. DDA.4.K3- Components of assessment for the core areas for individuals with DD/ASD. DDA.6.K4- Trends and practices in the field of DD and ASD. DDA.6.K7- Concepts of self-determination self-advocacy, and community and family support, and impact in the lives of individuals with DD and ASD.	0.82	■ 7 (26.9%) Distinguished ■ 19 (73.1%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
9	Danielson 2c Managing classroom procedures (CAEP 1.4; InTASC 3) HLPSE 7 Initial Specialty Set for DD/ASD: DDA.4.K2-Assessments of environmental conditions that promote maximum performance of individuals with DD/ASD.	0.84	■ 9 (34.6%) Distinguished ■ 17 (65.4%) Proficient ■ 0 (0%) Developing ■ 0 (0%)	

No	Row	Average	Levels Of Achievement	Distribution
	Details			
			Unsatisfactory	
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3) Initial Preparation Standard 4.4: Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. HLPSE 7,8,9,10 Initial Specialty Set for DD/ASD: DDA.4.K2-Assessments of environmental conditions that promote maximum performance of individuals with DD/ASD. DDA.4.K3- Components of assessment for the core areas for individuals with DD/ASD. DDA.5.S5- Consistently use proactive strategies and positive behavioral supports. DDA.5.S11- Provide instruction in self-regulation. DDA.5.S15- Use specialized instruction to enhance social participation across environments. DDA.2.S4- Plan systematic instruction based on learner characteristics, interests, and ongoing assessment.DDA.4.S2 DDA.4.S3	0.77	■ 2 (7.7%) Distinguished ■ 24 (92.3%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

No	Row	Average	Levels Of Achievement	Distribution
	Details			
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3) HLP SE 19 MARSE R 340.1781 RULE 81 (1)(a)(iv)	0.92	■ 18 (69.2%) Distinguished ■ 8 (30.8%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5) HLPSE 14,16,20 Initial Specialty Set for DD/ASD: DDA.5.S13- Plan instruction for independent functional life skills and adaptive behavior. DDA.5.S3- Provide specialized instruction for spoken language, reading, and writing. DDA.5.S4- Use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context. DDA.5.S8- Provide instruction in community-based settings. DDA.5.S15- Use specialized instruction to enhance social participation across environments	0.79	■ 4 (15.4%) Distinguished ■ 22 (84.6%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8) HLPSE 16 Initial Specialty Set for DD/ASD:	0.79	■ 7 (26.9%) Distinguished ■ 16 (61.5%) Proficient ■ 3 (11.5%)	

No	Row	Average	Levels Of Achievement	Distribution
	DDA.5.S3- Provide specialized instruction for spoken language, reading, and writing. DDA.5.S4- Use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context.		Developing ■ 0 (0%) Unsatisfactory	
14	Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8) HLPSE 8, 14,17, 18,20 Initial Specialty Set for DD/ASD: DDA.4.K3- Components of assessment for the core areas for individuals with DD/ASD. DDA.5.S13- Plan instruction for independent functional life skills and adaptive behavior. DDA.5.S8- Provide instruction in community-based settings. DDA.5.S15- Use specialized instruction to enhance social participation across environments	0.8	■ 5 (19.2%) Distinguished ■ 21 (80.8%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6) MARSE R 340.1781 RULE 81 (1)(a)(ii),(1)(a)(vii), (1)(a)(vii) HLPSE 5,8, 19,21,22 Initial Specialty Set for DD/ASD:	0.78	■ 3 (11.5%) Distinguished ■ 23 (88.5%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

Details

No	Row	Average	Levels Of Achievement	Distribution
	Details			
	DDA.4.S1- Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with DD and ASD. DDA.6.K4- Trends and practices in the field of DD and ASD. DDA.6.K7- Concepts of self-determination, self-advocacy, and community and family support, and impact in the lives of individuals with DD and ASD.			
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8) HLPSE 6,13,15, 21,22 MARSE R 340.1781 RULE 81 (1)(a)(ii),1)(a)(vii), (1)(a)(iii) Initial Specialty Set for DD/ASD: DDA.4.K3- Components of assessment for the core areas for individuals with DD/ASD. DDA.4.S1- Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with DD and ASD.	0.87	■ 12 (46.2%) Distinguished ■ 14 (53.8%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9) HLPSE 6 MARSE R 340.1781 RULE 81	0.86	■ 11 (42.3%) Distinguished ■ 15 (57.7%) Proficient ■ 0 (0%)	

No	Row	Average	Levels Of Achievement	Distribution
	(1)(a)(v) Initial Specialty Set for DD/ASD: DDA.2.S4 Plan systematic instruction based on learner characteristics, interests, and ongoing assessment.		Developing ■ 0 (0%) Unsatisfactory	
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9) HLPSE 5 MARSE R 340.1781 RULE 81 (1)(a)(v),1)(a)(vi), (1)(a)(vii),1)(a)(ix)	0.79	■ 4 (15.4%) Distinguished ■ 22 (84.6%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10) HLPSE 2,3 MARSE R 340.1781 RULE 81 (1)(a)(v),(1)(a)(v), (1)(a)(vi),(1)(a)(vii), (1)(a)(vii) Initial Specialty Set for DD/ASD: DDA.7.K1- Services, networks, and organizations for individuals, professionals, and	0.76	■ 7 (26.9%) Distinguished ■ 13 (50%) Proficient ■ 6 (23.1%) Developing ■ 0 (0%) Unsatisfactory	

No	Row	Average	Levels Of Achievement	Distribution
	Details			
	families with DD and ASD.			
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10) HLPSE 1,2,5 MARSE R 340.1781 RULE 81 (1)(a)(v) Initial Specialty Set for DD/ASD: DDA.4.S1- Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with DD and ASD. DDA.7.K1- Services, networks, and organizations for individuals, professionals, and families with DD and ASD.	0.84	■ 9 (34.6%) Distinguished ■ 17 (65.4%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9) HLPSE 1 MARSE R 340.1781 RULE 81 (1)(a)(v) Initial Specialty Set for DD/ASD: DDA.7.K1- Services, networks, and organizations for individuals, professionals, and families with DD and ASD.	0.84	■ 9 (34.6%) Distinguished ■ 17 (65.4%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

No	Row	Average	Levels Of Achievement	Distribution
	Details			
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10) MARSE R 340.1781 RULE 81 (1)(a)(v),(1)(a)(ix), (1)(a)(x) HLPSE 1 through 22 Initial Specialty Set for DD/ASD: DDA.4.K2- All standards DDA.7.K1- Services, networks, and organizations for individuals, professionals, and families with DD and ASD.	0.87	■ 13 (50%) Distinguished ■ 12 (46.2%) Proficient ■ 1 (3.8%) Developing ■ 0 (0%) Unsatisfactory	

EDS 472 Clinical Internship Performance Evaluation Assessment

EDS 472 Clinical Internship Performance Evaluation Assessment

2023-05-25 - 2023-05-25

Summary Statistics					
Scored Evaluations	6	# Pass	6	Mean Score	21.71
Rows	22	% Pass	100	Median Score	21.5
Possible Item Scores	132	Highest Score	22	Std Dev	0.22
Actual Item Scores	132	Lowest Score	21.5	KR(20) / Cronbach Alpha	0.29

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4) HLPSE 4 MARSE R 340.1781 RULE 81. (1)(a) (i), (1)(a)(x) ,(1)(a)(ii) Initial Specialty Set for EBD: EBD.1.K1-Range of characteristics within and among individuals with emotional and behavioral disorders EBD.1.K2:Co-occurrence of emotional and behavioral disorders with other	1	0	0	0.29

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	exceptionalities EBD.1.K3--Performance issues in the core academic content for individuals with emotional and behavior disorders EBD.6.K2- Effects of the legal, judicial, and educational systems serving individuals with emotional and behavioral disorders EBD.6.K3-Principles of reinforcement theory in serving individuals with emotional and behavioral disorders EBD.6.K4-Principle of least restrictive environment for individuals with emotional and behavioral disorders				
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7) HLPSE 4, 10, 13 MARSE R 340.1781 RULE 81.(1)(a)(x) Initial Specialty Set for EBD: EBD.1.K1-Range of characteristics within and among individuals with emotional and behavioral disorders EBD.1.K2-Co-occurrence of emotional and behavioral disorders with other exceptionalities EBD.1.K3--Performance issues in the core academic content for individuals with emotional and behavior disorders EBD.1.K4-Effect of emotional factors on the learning process	1	0	0	0.29

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	EBD.2.K1-Advantages and disadvantages of placement options for individuals with emotional or behavior disorders EBD.4.S1-Conduct functional behavior assessments EBD.4.S2-Assess social behaviors of individuals with emotional and behavioral disorders EBD.4.S3-Prepare functional behavior assessment reports on individuals with emotional and behavioral disorders EBD.6.K2 EBD.6.K3 EBD.6.K4				
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1) HLPSE 6, 11 MARSE R 340.1781 RULE 81(1)(a)(ii),(1)(a)(v),(1)(a)(vi) Initial Specialty Set for EBD: EBD.2.K1-Advantages and disadvantages of placement options for individuals with emotional or behavior disorders EBD.4.S1-Conduct functional behavior assessments EBD.4.S2-Assess social behaviors of individuals with emotional and behavioral disorders EBD.4.S3-Prepare functional behavior assessment reports on individuals with emotional and behavioral disorders	1	0	0	0.29

	Row Analysis				
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	EBD.6.K4-Principle of least restrictive environment for individuals with emotional and behavioral disorders				
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10) HLPSE 4, 13 MARSE R 340.1781 RULE 81(1)(a) (i) Initial Specialty Set for EBD: EBD.2.K1-Advantages and disadvantages of placement options for individuals with emotional or behavior disorders EBD.4.S1-Conduct functional behavior assessments EBD.4.S2-Assess social behaviors of individuals with emotional and behavioral disorders EBD.5.S1Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S5 EBD.5.S6 EBD.6.K3	0.92	0.12	0.17	0.25

	Row Analysis				
Position	**Row**	**Average**	**Std Dev**	**Point Biserial**	**Cronbach Del**
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7) HLPSE 12, 13, 15 MARSE R 340.1781 RULE 81 (1)(a)(iii) Initial Specialty Set for EBD EBD.5.S1Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior EBD.5.S6-Integrate academic and affective instruction with behavior management for individuals and groups with emotional and behavioral disorders	1	0	0	0.29
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6) HLPSE 6, 13 MARSE R 340.1781 RULE 81 (1)(a)(ii)	0.96	0.09	0	0.35

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	Row Analysis				
	Initial Specialty Set for EBD: EBD.2.K1-Advantages and disadvantages of placement options for individuals with emotional or behavior disorders EBD.4.S1-Conduct functional behavior assessments EBD.4.S2-Assess social behaviors of individuals with emotional and behavioral disorders EBD.4.S3-Prepare functional behavior assessment reports on individuals with emotional and behavioral disorders EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior				
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3) Initial Preparation Standard 5.7: Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. HLPSE 7,9 Initial Specialty Set for EBD: EBD.1.K4-Effect of emotional factors on the learning process EBD.5.S1Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence	1	0	0	0.29

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	EBD.5.S4-Use strategies to teach alternative behaviors EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior				
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5) HLPSE 7,8,21,22 Initial Specialty Set for EBD: EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S4-Use strategies to teach alternative behaviors EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior EBD.5.S6-Integrate academic and affective instruction with behavior management for individuals and groups with emotional and behavioral disorders	1	0	0	0.29
9	Danielson 2c Managing classroom procedures (CAEP 1.4; InTASC 3) HLPSE 7 Initial Specialty Set for EBD:	1	0	0	0.29

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	EBD.2.K1-Advantages and disadvantages of placement options for individuals with emotional or behavior disorders EBD.5.S1Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior EBD.5.S6-Integrate academic and affective instruction with behavior management for individuals and groups with emotional and behavioral disorders				
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3) Initial Preparation Standard 4.4: Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. HLPSE 7,8,9,10 Initial Specialty Set for EBD: EBD.2.K1-Advantages and disadvantages of placement options for individuals with emotional or behavior disorders EBD.4.S1-Conduct functional behavior assessments EBD.4.S2-Assess social behaviors of individuals with emotional and behavioral	0.83	0.12	0.71	-0.47

	Row Analysis				
Position	**Row**	**Average**	**Std Dev**	**Point Biserial**	**Cronbach Del**
	disorders EBD.4.S3-Prepare functional behavior assessment reports on individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S4 EBD.5.S5 EBD.5.S6 EBD.6.K3				
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3) HLP SE 19 MARSE R 340.1781 RULE 81 (1)(a)(iv) Initial Specialty Set for EBD: EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior	1	0	0	0.29
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	1	0	0	0.29

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	Row Analysis				
	HLPSE 14,16,20 Initial Specialty Set for EBD: EBD.5.S1-Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S4-Use strategies to teach alternative behaviors EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior				
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8) HLPSE 16 Initial Specialty Set for EBD: EBD.5.S1-Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence	1	0	0	0.29
14	Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	1	0	0	0.29

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	HLPSE 8, 14,17, 18,20				
	Initial Specialty Set for EBD:				
	EBD.5.S1Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders				
	EBD.5.S2-Use evidence-based practices to enhance academic and social competence				
	EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders				
	EBD.5.S4-Use strategies to teach alternative behaviors				
	EBD.5.S5-Plan and implement individualized reinforcement systems and environmental				
	modifications at levels equal to the intensity of the behavior				
	EBD.5.S6-Integrate academic and affective instruction with behavior management for individuals and groups with emotional and behavioral disorders				
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6) MARSE R 340.1781 RULE 81 (1)(a)(ii),(1)(a)(vii), (1)(a)(vii) HLPSE 5,8, 19,21,22 Initial Specialty Set for EBD: EBD.1.K4--Effect of emotional factors on the learning	1	0	0	0.29

		Row Analysis				
Position	**Row**		**Average**	**Std Dev**	**Point Biserial**	**Cronbach Del**
	process EBD.4.S1-Conduct functional behavior assessments EBD.4.S2-Assess social behaviors of individuals with emotional and behavioral disorders EBD.4.S3-Prepare functional behavior assessment reports on individuals with emotional and behavioral disorders EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior EBD.6.K4-Principle of least restrictive environment for individuals with emotional and behavioral disorders					
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8) HLPSE 6,13,15, 21,22 MARSE R 340.1781 RULE 81 (1)(a)(ii),1)(a)(vii), (1)(a)(iii) Initial Specialty Set for EBD: EBD.5.S1Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence		1	0	0	0.29

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S4-Use strategies to teach alternative behaviors EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior EBD.5.S6-Integrate academic and affective instruction with behavior management for individuals and groups with emotional and behavioral disorders				
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9) HLPSE 6 MARSE R 340.1781 RULE 81 (1)(a)(v) Initial Specialty Set for EBD: EBD.2.K1-Advantages and disadvantages of placement options for individuals with emotional or behavior disorders EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior	1	0	0	0.29
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9)	1	0	0	0.29

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	Row Analysis				
	HLPSE 5 MARSE R 340.1781 RULE 81 (1)(a)(v),1)(a)(vi), (1)(a)(vii),1)(a)(ix)				
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10) HLPSE 2,3 MARSE R 340.1781 RULE 81 (1)(a)(v),(1)(a)(v), (1)(a)(vi),(1)(a)(vii), (1)(a)(vii) Initial Specialty Set for EBD: EBD.7.S1-Share effective behavior management techniques with families	1	0	0	0.29
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10) HLPSE 1,2,5 MARSE R 340.1781 RULE 81 (1)(a)(v)	1	0	0	0.29

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	Initial Specialty Set for EBD: EBD.7.S1-Share effective behavior management techniques with families EBD.6.K2- Effects of the legal, judicial, and educational systems serving individuals with emotional and behavioral disorders				
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9) HLPSE 1 MARSE R 340.1781 RULE 81 (1)(a)(v) Initial Specialty Set for EBD: EBD.6.K2- Effects of the legal, judicial, and educational systems serving individuals with emotional and behavioral disorders	1	0	0	0.29
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10) MARSE R 340.1781 RULE 81 (1)(a)(v),(1)(a)(ix), (1)(a)(x) HLPSE 1 through 22	1	0	0	0.29

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	Initial Specialty Set All standards Initial Specialty Set for EBD: EBD.6.K2- Effects of the legal, judicial, and educational systems serving individuals with emotional and behavioral disorders				

Details

No	Row	Average	Levels Of Achievement	Distribution
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4) HLPSE 4 MARSE R 340.1781 RULE 81. (1)(a) (i), (1)(a)(x) ,(1)(a)(ii) Initial Specialty Set for EBD: EBD.1.K1-Range of characteristics within and among individuals with emotional and behavioral disorders EBD.1.K2:Co-occurrence of emotional and behavioral disorders with other	1	■ 6 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

No	Row	Average	Levels Of Achievement	Distribution
	exceptionalities EBD.1.K3--Performance issues in the core academic content for individuals with emotional and behavior disorders EBD.6.K2- Effects of the legal, judicial, and educational systems serving individuals with emotional and behavioral disorders EBD.6.K3-Principles of reinforcement theory in serving individuals with emotional and behavioral disorders EBD.6.K4-Principle of least restrictive environment for individuals with emotional and behavioral disorders			
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7) HLPSE 4, 10, 13 MARSE R 340.1781 RULE 81.(1)(a)(x) Initial Specialty Set for EBD: EBD.1.K1-Range of characteristics within and among individuals with emotional and behavioral disorders EBD.1.K2-Co-occurrence of emotional and behavioral disorders with other exceptionalities EBD.1.K3--Performance issues in the core academic content for individuals with emotional and behavior disorders EBD.1.K4-Effect of emotional factors on the learning process EBD.2.K1-Advantages and disadvantages of placement options for individuals with	1	■ 6 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

No	Row	Average	Levels Of Achievement	Distribution
	emotional or behavior disorders EBD.4.S1-Conduct functional behavior assessments EBD.4.S2-Assess social behaviors of individuals with emotional and behavioral disorders EBD.4.S3-Prepare functional behavior assessment reports on individuals with emotional and behavioral disorders EBD.6.K2 EBD.6.K3 EBD.6.K4			
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1) HLPSE 6, 11 MARSE R 340.1781 RULE 81(1)(a)(ii),(1)(a)(v),(1)(a)(vi) Initial Specialty Set for EBD: EBD.2.K1-Advantages and disadvantages of placement options for individuals with emotional or behavior disorders EBD.4.S1-Conduct functional behavior assessments EBD.4.S2-Assess social behaviors of individuals with emotional and behavioral disorders EBD.4.S3-Prepare functional behavior assessment reports on individuals with emotional and behavioral disorders EBD.6.K4-Principle of least restrictive environment for individuals with emotional and behavioral disorders	1	■ 6 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

No	Row	Average	Levels Of Achievement	Distribution
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10) HLPSE 4, 13 MARSE R 340.1781 RULE 81(1)(a) (i) Initial Specialty Set for EBD: EBD.2.K1-Advantages and disadvantages of placement options for individuals with emotional or behavior disorders EBD.4.S1-Conduct functional behavior assessments EBD.4.S2-Assess social behaviors of individuals with emotional and behavioral disorders EBD.5.S1Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S5 EBD.5.S6 EBD.6.K3	0.92	■ 4 (66.7%) Distinguished ■ 2 (33.3%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7) HLPSE 12, 13, 15 MARSE R 340.1781 RULE 81 (1)(a)(iii)	1	■ 6 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%)	

No	Row	Average	Levels Of Achievement	Distribution
	Details			
	Initial Specialty Set for EBD EBD.5.S1Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior EBD.5.S6-Integrate academic and affective instruction with behavior management for individuals and groups with emotional and behavioral disorders		Unsatisfactory	
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6) HLPSE 6, 13 MARSE R 340.1781 RULE 81 (1)(a)(ii) Initial Specialty Set for EBD: EBD.2.K1-Advantages and disadvantages of placement options for individuals with emotional or behavior disorders EBD.4.S1-Conduct functional behavior assessments EBD.4.S2-Assess social behaviors of individuals with emotional and behavioral disorders EBD.4.S3-Prepare functional behavior assessment reports on individuals with emotional and behavioral disorders EBD.5.S5-Plan and implement individualized reinforcement systems and	0.96	■ 5 (83.3%) Distinguished ■ 1 (16.7%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

No	Row	Average	Levels Of Achievement	Distribution
	environmental modifications at levels equal to the intensity of the behavior			
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3) Initial Preparation Standard 5.7: Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. HLPSE 7,9 Initial Specialty Set for EBD: EBD.1.K4-Effect of emotional factors on the learning process EBD.5.S1Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S4-Use strategies to teach alternative behaviors EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior	1	■ 6 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5) HLPSE 7,8,21,22 Initial Specialty Set for EBD: EBD.5.S2-Use evidence-based practices to enhance academic and social competence	1	■ 6 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing	

No	Row	Average	Levels Of Achievement	Distribution
	EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S4-Use strategies to teach alternative behaviors EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior EBD.5.S6-Integrate academic and affective instruction with behavior management for individuals and groups with emotional and behavioral disorders		■ 0 (0%) Unsatisfactory	
9	Danielson 2c Managing classroom procedures (CAEP 1.4; InTASC 3) HLPSE 7 Initial Specialty Set for EBD: EBD.2.K1-Advantages and disadvantages of placement options for individuals with emotional or behavior disorders EBD.5.S1Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior EBD.5.S6-Integrate academic and affective instruction with behavior management for individuals and groups with emotional and behavioral disorders	1	■ 6 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

	Details			
No	**Row**	**Average**	**Levels Of Achievement**	**Distribution**
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3) Initial Preparation Standard 4.4: Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. HLPSE 7,8,9,10 Initial Specialty Set for EBD: EBD.2.K1-Advantages and disadvantages of placement options for individuals with emotional or behavior disorders EBD.4.S1-Conduct functional behavior assessments EBD.4.S2-Assess social behaviors of individuals with emotional and behavioral disorders EBD.4.S3-Prepare functional behavior assessment reports on individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S4 EBD.5.S5 EBD.5.S6 EBD.6.K3	0.83	■ 2 (33.3%) Distinguished ■ 4 (66.7%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

No	Row	Average	Levels Of Achievement	Distribution
	Details			
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3) HLP SE 19 MARSE R 340.1781 RULE 81 (1)(a)(iv) Initial Specialty Set for EBD: EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior	1	■ 6 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5) HLPSE 14,16,20 Initial Specialty Set for EBD: EBD.5.S1-Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S4-Use strategies to teach alternative behaviors EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior	1	■ 6 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

No	Row	Average	Levels Of Achievement	Distribution
			Details	
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8) HLPSE 16 Initial Specialty Set for EBD: EBD.5.S1-Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence	1	■ 6 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
14	Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8) HLPSE 8, 14,17, 18,20 Initial Specialty Set for EBD: EBD.5.S1Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S4-Use strategies to teach alternative behaviors EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior EBD.5.S6-Integrate academic and affective instruction with behavior management for individuals and groups with emotional and behavioral disorders	1	■ 6 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

No	Row	Average	Levels Of Achievement	Distribution
	Details			
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6) MARSE R 340.1781 RULE 81 (1)(a)(ii),(1)(a)(vii), (1)(a)(vii) HLPSE 5,8, 19,21,22 Initial Specialty Set for EBD: EBD.1.K4--Effect of emotional factors on the learning process EBD.4.S1-Conduct functional behavior assessments EBD.4.S2-Assess social behaviors of individuals with emotional and behavioral disorders EBD.4.S3-Prepare functional behavior assessment reports on individuals with emotional and behavioral disorders EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior EBD.6.K4-Principle of least restrictive environment for individuals with emotional and behavioral disorders	1	■ 6 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8) HLPSE 6,13,15, 21,22	1	■ 6 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing	

No	Row	Average	Levels Of Achievement	Distribution
	Details			

No	Row	Average	Levels Of Achievement	Distribution
	MARSE R 340.1781 RULE 81 (1)(a)(ii),1)(a)(vii), (1)(a)(iii) Initial Specialty Set for EBD: EBD.5.S1Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S4-Use strategies to teach alternative behaviors EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior EBD.5.S6-Integrate academic and affective instruction with behavior management for individuals and groups with emotional and behavioral disorders		■ 0 (0%) Unsatisfactory	
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9) HLPSE 6 MARSE R 340.1781 RULE 81 (1)(a)(v) Initial Specialty Set for EBD: EBD.2.K1-Advantages and disadvantages of placement options for individuals with emotional or behavior disorders	1	■ 6 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

No	Row	Average	Levels Of Achievement	Distribution
	EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior			
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9) HLPSE 5 MARSE R 340.1781 RULE 81 (1)(a)(v),1)(a)(vi), (1)(a)(vii),1)(a)(ix)	1	■ 6 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10) HLPSE 2,3 MARSE R 340.1781 RULE 81 (1)(a)(v),(1)(a)(v), (1)(a)(vi),(1)(a)(vii), (1)(a)(vii) Initial Specialty Set for EBD: EBD.7.S1-Share effective behavior management techniques with families	1	■ 6 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

Details

No	Row	Average	Levels Of Achievement	Distribution
	Details			
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10) HLPSE 1,2,5 MARSE R 340.1781 RULE 81 (1)(a)(v) Initial Specialty Set for EBD: EBD.7.S1-Share effective behavior management techniques with families EBD.6.K2- Effects of the legal, judicial, and educational systems serving individuals with emotional and behavioral disorders	1	■ 6 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9) HLPSE 1 MARSE R 340.1781 RULE 81 (1)(a)(v) Initial Specialty Set for EBD: EBD.6.K2- Effects of the legal, judicial, and educational systems serving individuals with emotional and behavioral disorders	1	■ 6 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

			Details		

No	Row	Average	Levels Of Achievement	Distribution
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10) MARSE R 340.1781 RULE 81 (1)(a)(v),(1)(a)(ix), (1)(a)(x) HLPSE 1 through 22 Initial Specialty Set All standards Initial Specialty Set for EBD: EBD.6.K2- Effects of the legal, judicial, and educational systems serving individuals with emotional and behavioral disorders	1	■ 6 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	