Course Report for EDI 430 - Student Teaching, Elementary

13/14 Academic Year

Student Teaching Practicum Performance Evaluation (active F12 to F13) Rubric

13/14 Academic Year
EDI 430 - Student Teaching, Elementary
Student Teaching Practicum Performance Evaluation (active F12 to F13)
Assessments by Instructor

13/14 Academic Year EDI 430 - Student Teaching, Elementary Student Teaching Practicum Performance Evaluation (active F12 to F13) Assessments by Instructor (N = 130)							
Rubric Line Description	**Rubric Line #**	**Distinguished (3)**	**Proficient (2)**	**Progressing (1)**	**Unsatisfactory (0)**	**Mean**	**Sample Std. Dev.**
NCATE: 1; 3 **InTASC: 1(b) (P)** **Learner Development** Candidate creates developmentally appropriate instruction	1	72 (55.4%)	52 (40.0%)	6 (4.6%)	0 (0.0%)	2.508	0.587

		13/14 Academic Year EDI 430 - Student Teaching, Elementary Student Teaching Practicum Performance Evaluation (active F12 to F13) Assessments by Instructor (N = 130)					
Rubric Line Description	Rubric Line #	Distinguished (3)	Proficient (2)	Progressing (1)	Unsatisfactory (0)	Mean	Sample Std. Dev.
that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning. **PSMT: 1**; **2**							
NCATE: 1 **InTASC: 1(f) (EK)** **Learner Development** Candidate identifies readiness for learning, and understands how development in any one area may affect performance in others. **PSMT: 1**	2	73 (56.2%)	51 (39.2%)	6 (4.6%)	0 (0.0%)	2.515	0.587
NCATE: 1; 3 **InTASC: 1(h) (CD)** **Learner Development** Candidate respects learners' differing strengths and needs and is committed to using this information to further each learner's development. **PSMT: 1; 3**	3	88 (67.7%)	39 (30.0%)	3 (2.3%)	0 (0.0%)	2.654	0.524
NCATE: 1; 3 **InTASC: 2(c) (P)** **Learning Differences** Candidate designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	4	79 (60.8%)	44 (33.8%)	7 (5.4%)	0 (0.0%)	2.554	0.598

13/14 Academic Year EDI 430 - Student Teaching, Elementary Student Teaching Practicum Performance Evaluation (active F12 to F13) Assessments by Instructor (N = 130)							
Rubric Line Description	Rubric Line #	Distinguished (3)	Proficient (2)	Progressing (1)	Unsatisfactory (0)	Mean	Sample Std. Dev.
PSMT: 1; 2							
NCATE: 1; 2 **InTASC: 2(g) (EK)** **Learning Differences** Candidate understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth. **PSMT: 1 ; 2**	5	50 (38.5%)	73 (56.2%)	7 (5.4%)	0 (0.0%)	2.331	0.576
NCATE: 3; 4 **InTASC: 2(m) (CD)** **Learning Differences** Candidate respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. **PSMT: 1; 2**	6	106 (81.5%)	24 (18.5%)	0 (0.0%)	0 (0.0%)	2.815	0.389
NCATE: 1; 3 **InTASC: 3 (e) (P)** **Learning Environments** Candidate uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments. **PSMT: 2; 3; 4**	7	57 (43.8%)	65 (50.0%)	8 (6.2%)	0 (0.0%)	2.377	0.601
NCATE: 1; 3	8	68 (52.3%)	54 (41.5%)	8 (6.2%)	0 (0.0%)	2.462	0.612

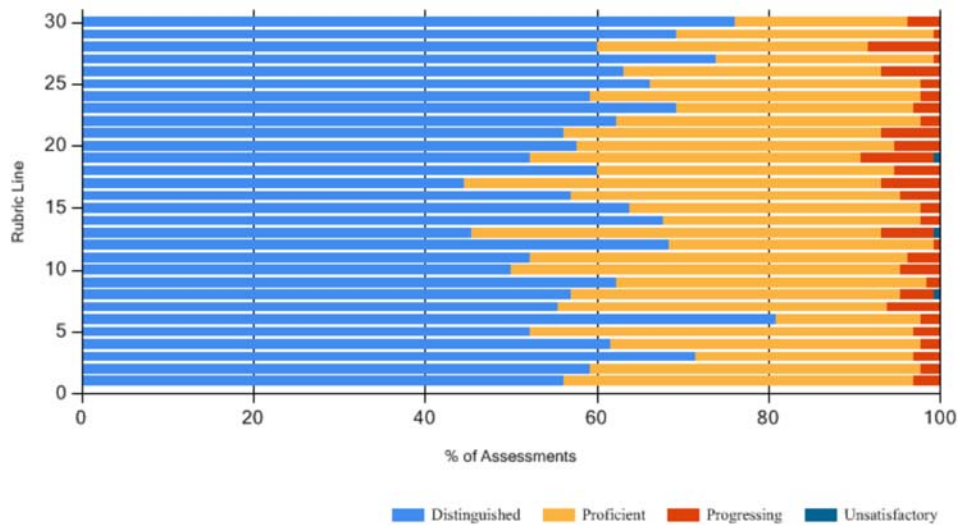| | | **13/14 Academic Year** | | | | | |
		EDI 430 - Student Teaching, Elementary					
		Student Teaching Practicum Performance Evaluation (active F12 to F13)					
		Assessments by Instructor					
		(N = 130)					
Rubric Line Description	**Rubric Line #**	**Distinguished (3)**	**Proficient (2)**	**Progressing (1)**	**Unsatisfactory (0)**	**Mean**	**Sample Std. Dev.**
InTASC: 3 (k) (EK) **Learning Environments** Candidate knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structure. **PSMT: 2; 3; 4**							
NCATE: 1; 3 **InTASC: 3 (o) (CD)** **Learning Environments** Candidate values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning. **PSMT: 2; 3; 4**	9	80 (61.5%)	47 (36.2%)	3 (2.3%)	0 (0.0%)	2.592	0.538
NCATE: 1; 3 **InTASC: 4 (b) (P)** **Content Knowledge** Candidate engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. **PSMT: 1; 2; 3**	10	56 (43.1%)	64 (49.2%)	9 (6.9%)	1 (0.8%)	2.346	0.644
NCATE: 1; 3	11	72 (55.4%)	52 (40.0%)	6 (4.6%)	0 (0.0%)	2.508	0.587

13/14 Academic Year EDI 430 - Student Teaching, Elementary Student Teaching Practicum Performance Evaluation (active F12 to F13) Assessments by Instructor (N = 130)							
Rubric Line Description	Rubric Line #	Distinguished (3)	Proficient (2)	Progressing (1)	Unsatisfactory (0)	Mean	Sample Std. Dev.
InTASC: 4 (j) (EK) **Content Knowledge** Candidate understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. **PSMT: 1; 2; 3**							
NCATE: 1; 3 **InTASC: 4 (r) (CD)** **Content Knowledge** Candidate is committed to work toward each learner's mastery of disciplinary content and skills. **PSMT: 1; 2; 3**	12	95 (73.1%)	33 (25.4%)	2 (1.5%)	0 (0.0%)	2.715	0.486
NCATE: 1; 3 **InTASC: 5 (b) (P)** **Application of Content** Candidate engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g. financial literacy, environmental literacy). **PSMT: 1; 2; 3**	13	57 (43.8%)	59 (45.4%)	14 (10.8%)	0 (0.0%)	2.331	0.663
NCATE: 1; 3 **InTASC: 5 (l) (EK)** **Application of Content** Candidate understands how to use digital and interactive technologies	14	75 (57.7%)	44 (33.8%)	11 (8.5%)	0 (0.0%)	2.492	0.650

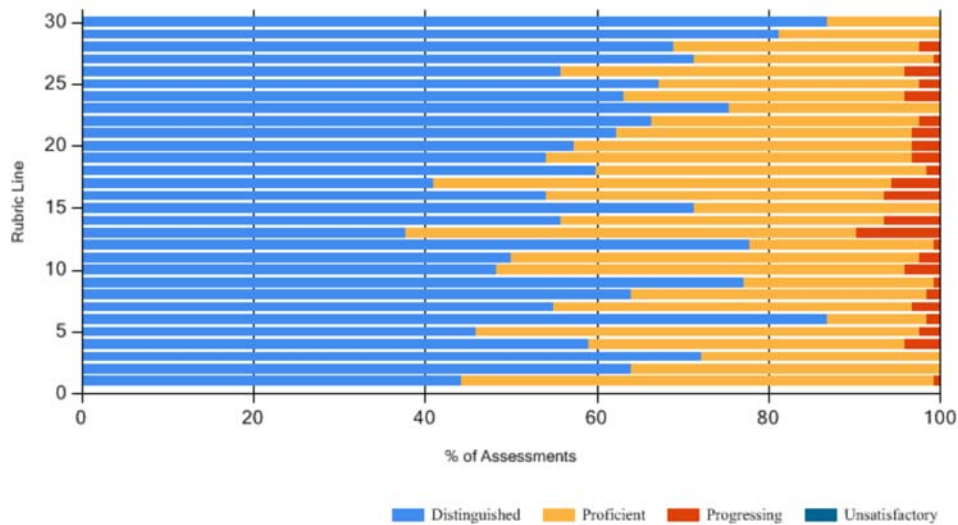| 13/14 Academic Year EDI 430 - Student Teaching, Elementary Student Teaching Practicum Performance Evaluation (active F12 to F13) Assessments by Instructor (N = 130)							
Rubric Line Description	Rubric Line #	Distinguished (3)	Proficient (2)	Progressing (1)	Unsatisfactory (0)	Mean	Sample Std. Dev.
for efficiently and effectively achieving specific learning goals. **PSMT: 2; 3; 4; 7**							
NCATE: 1; 3 **InTASC: 5 (r) (CD)** **Application of Content** Candidate values knowledge outside his/her own content area and how such knowledge enhances student learning. **PSMT: 1; 2; 3**	15	91 (70.0%)	38 (29.2%)	1 (0.8%)	0 (0.0%)	2.692	0.480
NCATE:1; 3 **InTASC: 6 (e) (P)** **Assessment** Candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. **PSMT: 1; 2; 3; 4**	16	59 (45.4%)	60 (46.2%)	10 (7.7%)	1 (0.8%)	2.362	0.659
NCATE: 1; 3; 4 **InTASC: 6 (k) (EK)** **Assessment** Candidate understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias. **PSMT: 2; 3; 4**	17	42 (32.3%)	76 (58.5%)	11 (8.5%)	1 (0.8%)	2.223	0.626

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EDI 430 - Student Teaching, Elementary
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Assessments by Cooperating Teacher

13/14 Academic Year
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Assessments by Cooperating Teacher
(N = 130)

Rubric Line Description	Rubric Line #	Distinguished (3)	Proficient (2)	Progressing (1)	Unsatisfactory (0)	Mean	Sample Std. Dev.
NCATE: 1; 3 **InTASC: 1(b) (P)** **Learner Development** Candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning. **PSMT: 1; 2**	1	73 (56.2%)	53 (40.8%)	4 (3.1%)	0 (0.0%)	2.531	0.559
NCATE: 1 **InTASC: 1(f) (EK)** **Learner Development** Candidate identifies readiness for learning, and understands how	2	77 (59.2%)	50 (38.5%)	3 (2.3%)	0 (0.0%)	2.569	0.542

	13/14 Academic Year EDI 430 - Student Teaching, Elementary Student Teaching Practicum Performance Evaluation (active F12 to F13) Assessments by Cooperating Teacher (N = 130)						
Rubric Line Description	**Rubric Line #**	**Distinguished (3)**	**Proficient (2)**	**Progressing (1)**	**Unsatisfactory (0)**	**Mean**	**Sample Std. Dev.**
development in any one area may affect performance in others. **PSMT: 1**							
NCATE: 1; 3 **InTASC: 1(h) (CD)** **Learner Development** Candidate respects learners' differing strengths and needs and is committed to using this information to further each learner's development. **PSMT: 1; 3**	3	93 (71.5%)	33 (25.4%)	4 (3.1%)	0 (0.0%)	2.685	0.529
NCATE: 1; 3 **InTASC: 2(c) (P)** **Learning Differences** Candidate designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. **PSMT: 1; 2**	4	80 (61.5%)	47 (36.2%)	3 (2.3%)	0 (0.0%)	2.592	0.538
NCATE: 1; 2 **InTASC: 2(g) (EK)** **Learning Differences** Candidate understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth. **PSMT: 1 ; 2**	5	68 (52.3%)	58 (44.6%)	4 (3.1%)	0 (0.0%)	2.492	0.560

13/14 Academic Year
EDI 430 - Student Teaching, Elementary
Student Teaching Practicum Performance Evaluation (active F12 to F13)
Assessments by Candidate

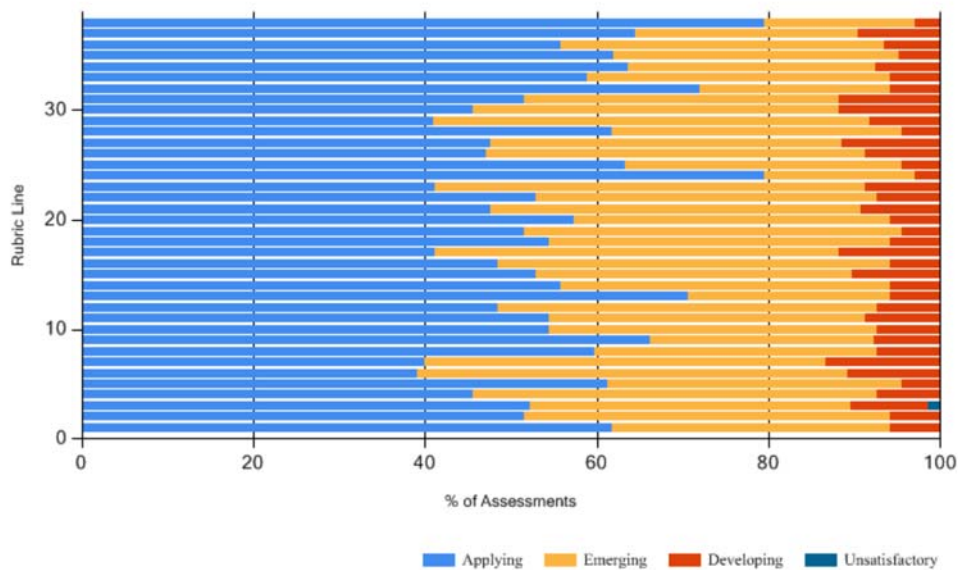Distinguished | Proficient | Progressing | Unsatisfactory

13/14 Academic Year EDI 430 - Student Teaching, Elementary Student Teaching Practicum Performance Evaluation (active F12 to F13) Assessments by Candidate (N = 122)						
Rubric Line Description	**Rubric Line #**	**Distinguished (3)**	**Proficient (2)**	**Progressing (1)**	**Unsatisfactory (0)**	**Mean**	**Sample Std. Dev.**
NCATE: 1; 3 **InTASC: 1(b) (P)** **Learner Development** Candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning. **PSMT: 1; 2**	1	54 (44.3%)	67 (54.9%)	1 (0.8%)	0 (0.0%)	2.434	0.514
NCATE: 1 **InTASC: 1(f) (EK)** **Learner Development** Candidate identifies readiness for learning, and understands how	2	78 (63.9%)	44 (36.1%)	0 (0.0%)	0 (0.0%)	2.639	0.482

13/14 Academic Year EDI 430 - Student Teaching, Elementary Student Teaching Practicum Performance Evaluation (active F12 to F13) Assessments by Candidate (N = 122)							
Rubric Line Description	Rubric Line #	Distinguished (3)	Proficient (2)	Progressing (1)	Unsatisfactory (0)	Mean	Sample Std. Dev.
development in any one area may affect performance in others. **PSMT: 1**							
NCATE: 1; 3 **InTASC: 1(h) (CD)** **Learner Development** Candidate respects learners' differing strengths and needs and is committed to using this information to further each learner's development. **PSMT: 1; 3**	3	88 (72.1%)	34 (27.9%)	0 (0.0%)	0 (0.0%)	2.721	0.450
NCATE: 1; 3 **InTASC: 2(c) (P)** **Learning Differences** Candidate designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. **PSMT: 1; 2**	4	72 (59.0%)	45 (36.9%)	5 (4.1%)	0 (0.0%)	2.549	0.576
NCATE: 1; 2 **InTASC: 2(g) (EK)** **Learning Differences** Candidate understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth. **PSMT: 1 ; 2**	5	56 (45.9%)	63 (51.6%)	3 (2.5%)	0 (0.0%)	2.434	0.545

13/14 Academic Year
EDI 430 - Student Teaching, Elementary
Practicum Performance Evaluation (active from W14 to present)
Assessments by Instructor

Legend: Applying | Emerging | Developing | Unsatisfactory

13/14 Academic Year EDI 430 - Student Teaching, Elementary Practicum Performance Evaluation (active from W14 to present) Assessments by Instructor (N = 68)							
Rubric Line Description	Rubric Line #	Applying (3)	Emerging (2)	Developing (1)	Unsatisfactory (0)	Mean	Sample Std. Dev.
NCATE: 1; 3 **InTASC: 1(b) (P)** **Learner Development** Candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning. **PSMT: 1; 2**	1	42 (61.8%)	22 (32.4%)	4 (5.9%)	0 (0.0%)	2.559	0.608
NCATE: 1; 3 **InTASC: 1(g) (EK)** **Learner Development** Candidate understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.	2	35 (51.5%)	29 (42.6%)	4 (5.9%)	0 (0.0%)	2.456	0.609

13/14 Academic Year EDI 430 - Student Teaching, Elementary Practicum Performance Evaluation (active from W14 to present) Assessments by Instructor (N = 68)							
Rubric Line Description	**Rubric Line #**	**Applying (3)**	**Emerging (2)**	**Developing (1)**	**Unsatisfactory (0)**	**Mean**	**Sample Std. Dev.**
PSMT:							
NCATE: 1; 3 **InTASC: 2(a) (P)** **Learning Differences** Candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. **PSMT: 1; 2**	3	35 (52.2%)	25 (37.3%)	6 (9.0%)	1 (1.5%)	2.403	0.719
NCATE: 1; 3 **InTASC: 2(b) (P)** **Learning Differences** Candidate makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs. **PSMT: 1; 2**	4	31 (45.6%)	32 (47.1%)	5 (7.4%)	0 (0.0%)	2.382	0.624
NCATE: 1; 3 **InTASC: 2(d) (P)** **Learning Differences** Candidate brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. **PSMT: 1; 2**	5	41 (61.2%)	23 (34.3%)	3 (4.5%)	0 (0.0%)	2.567	0.583
NCATE: 1; 2 **InTASC: 2(i) (EK)** **Learning Differences** Candidate knows about second language acquisition processes and knows how to	6	18 (39.1%)	23 (50.0%)	5 (10.9%)	0 (0.0%)	2.283	0.655

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Rubric Line Description	**Rubric Line #**	**Applying (3)**	**Emerging (2)**	**Developing (1)**	**Unsatisfactory (0)**	**Mean**	**Sample Std. Dev.**
incorporate instructional strategies and resources to support language acquisition. **PSMT: 1 ; 2**							
NCATE: 1; 2 **InTASC: 2(i) (EK)** **Learning Differences** Candidate knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition. **PSMT: 1 ; 2**	7	18 (40.0%)	21 (46.7%)	6 (13.3%)	0 (0.0%)	2.267	0.688
NCATE: 1; 3 **InTASC: 3 (b) (P)** **Learning Environments** Candidate develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally. **PSMT: 1; 2**	8	40 (59.7%)	22 (32.8%)	5 (7.5%)	0 (0.0%)	2.522	0.636
NCATE: 1; 3 **InTASC: 3 (c) (P)** **Learning Environments** Candidate collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. **PSMT: 1; 2**	9	43 (66.2%)	17 (26.2%)	5 (7.7%)	0 (0.0%)	2.585	0.635
NCATE: 1; 3 **InTASC: 3 (d) (P)** **Learning Environments**	10	37 (54.4%)	26 (38.2%)	5 (7.4%)	0 (0.0%)	2.471	0.634

Rubric Line Description	Rubric Line #	Applying (3)	Emerging (2)	Developing (1)	Unsatisfactory (0)	Mean	Sample Std. Dev.
Candidate manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. **PSMT: 1; 2**							
NCATE: 1; 3 **InTASC: 3 (g) (P)** **Learning Environments** The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally. **PSMT : 1; 3**	11	37 (54.4%)	25 (36.8%)	6 (8.8%)	0 (0.0%)	2.456	0.656
NCATE: 1; 3 **InTASC: 3 (h) (P)** **Learning Environments** The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills. **PSMT: 1; 3**	12	33 (48.5%)	30 (44.1%)	5 (7.4%)	0 (0.0%)	2.412	0.629
NCATE: 1; 3 **InTASC: 3 (i) (EK)** **Learning Environments** Candidate understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. **PSMT: 2; 3; 4**	13	48 (70.6%)	16 (23.5%)	4 (5.9%)	0 (0.0%)	2.647	0.593
NCATE: 1; 3 **InTASC: 3 (l) (EK)** **Learning Environments**	14	38 (55.9%)	26 (38.2%)	4 (5.9%)	0 (0.0%)	2.500	0.611

13/14 Academic Year EDI 430 - Student Teaching, Elementary Practicum Performance Evaluation (active from W14 to present) Assessments by Instructor (N = 68)							
Rubric Line Description	**Rubric Line #**	**Applying (3)**	**Emerging (2)**	**Developing (1)**	**Unsatisfactory (0)**	**Mean**	**Sample Std. Dev.**
Candidate understands how learner diversity can affect communication and knows how to communicate effectively in differing environments. **PSMT: 2; 3; 4**							
NCATE: 1; 3 **InTASC: 4 (g) (P)** **Content Knowledge** Candidate uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners. **PSMT: 1; 2; 3**	15	36 (52.9%)	25 (36.8%)	7 (10.3%)	0 (0.0%)	2.426	0.676
NCATE: 1; 3 **InTASC: 4 (k) (EK)** **Content Knowledge** Candidate understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding. **PSMT: 1; 2; 3**	16	33 (48.5%)	31 (45.6%)	4 (5.9%)	0 (0.0%)	2.426	0.606
NCATE: 1; 3 **InTASC: 5 (a) (P)** **Application of Content** Candidate develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications). **PSMT: 1; 2; 3**	17	28 (41.2%)	32 (47.1%)	8 (11.8%)	0 (0.0%)	2.294	0.670

13/14 Academic Year **EDI 430 - Student Teaching, Elementary** **Practicum Performance Evaluation (active from W14 to present)** **Assessments by Instructor** **(N = 68)**						

Rubric Line Description	Rubric Line #	Applying (3)	Emerging (2)	Developing (1)	Unsatisfactory (0)	Mean	Sample Std. Dev.
NCATE: 1; 3 **InTASC: 5 (c) (P)** **Application of Content** Candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts. **PSMT: 1; 2; 3**	18	37 (54.4%)	27 (39.7%)	4 (5.9%)	0 (0.0%)	2.485	0.611
NCATE: 1; 3 **InTASC: 5 (d) (P)** **Application of Content** Candidate engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts. **PSMT: 1; 2; 3**	19	35 (51.5%)	30 (44.1%)	3 (4.4%)	0 (0.0%)	2.471	0.585
NCATE: 1; 3 **InTASC: 5 (h) (P)** **Application of Content** Candidate develops and implements supports for learner literacy development across content areas. **PSMT: 1; 2; 3**	20	39 (57.4%)	25 (36.8%)	4 (5.9%)	0 (0.0%)	2.515	0.611
NCATE: 1; 3 **InTASC: 5 (k) (EK)** **Application of Content** Candidate understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use. **PSMT: 1; 2; 3**	21	31 (47.7%)	28 (43.1%)	6 (9.2%)	0 (0.0%)	2.385	0.654
NCATE: 1; 3 **InTASC: 5 (m) (EK)** **Application of Content**	22	36 (52.9%)	27 (39.7%)	5 (7.4%)	0 (0.0%)	2.456	0.633

13/14 Academic Year EDI 430 - Student Teaching, Elementary Practicum Performance Evaluation (active from W14 to present) Assessments by Instructor (N = 68)							
Rubric Line Description	**Rubric Line #**	**Applying (3)**	**Emerging (2)**	**Developing (1)**	**Unsatisfactory (0)**	**Mean**	**Sample Std. Dev.**
Candidate understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning. **PSMT: 1; 2; 3**							
NCATE:1; 3 InTASC: 6 (g) (P) Assessment Candidate effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. **PSMT: 2; 3; 4**	23	28 (41.2%)	34 (50.0%)	6 (8.8%)	0 (0.0%)	2.324	0.633
NCATE:1; 3 InTASC: 6 (l) (P) Assessment Candidate understands the differences between formative and summative applications of assessment and knows how and when to use each. **PSMT: 2; 3; 4**	24	54 (79.4%)	12 (17.6%)	2 (2.9%)	0 (0.0%)	2.765	0.492
NCATE: 1; 3; 4 InTASC: 7 (i) (EK) Planning for Instruction Candidate understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning. **PSMT: 2; 3; 4**	25	43 (63.2%)	22 (32.4%)	3 (4.4%)	0 (0.0%)	2.588	0.579
NCATE: 1; 3; 4 InTASC: 7 (l) (EK) Planning for Instruction Candidate knows when and	26	32 (47.1%)	30 (44.1%)	6 (8.8%)	0 (0.0%)	2.382	0.647

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Rubric Line Description	**Rubric Line #**	**Applying (3)**	**Emerging (2)**	**Developing (1)**	**Unsatisfactory (0)**	**Mean**	**Sample Std. Dev.**
how to adjust plans based on assessment information and learner responses. **PSMT: 2; 3; 4; 7**							
NCATE: 1; 3; 4 **InTASC: 7 (m) (EK)** **Planning for Instruction** Candidate knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations). **PSMT: 2; 3; 4; 7**	27	29 (47.5%)	25 (41.0%)	7 (11.5%)	0 (0.0%)	2.361	0.684
NCATE: 1; 3 **InTASC: 8 (b) (P)** **Instructional Strategies** Candidate continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. **PSMT: 2; 3; 4**	28	42 (61.8%)	23 (33.8%)	3 (4.4%)	0 (0.0%)	2.574	0.581
NCATE: 1; 3 **InTASC: 8 (c) (P)** **Instructional Strategies** Candidate collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest. **PSMT: 2; 3; 4**	29	25 (41.0%)	31 (50.8%)	5 (8.2%)	0 (0.0%)	2.328	0.625
NCATE: 1; 3 **InTASC: 8 (f) (P)** **Instructional Strategies**	30	31 (45.6%)	29 (42.6%)	8 (11.8%)	0 (0.0%)	2.338	0.683

		13/14 Academic Year EDI 430 - Student Teaching, Elementary Practicum Performance Evaluation (active from W14 to present) Assessments by Instructor (N = 68)					
Rubric Line Description	**Rubric Line #**	**Applying (3)**	**Emerging (2)**	**Developing (1)**	**Unsatisfactory (0)**	**Mean**	**Sample Std. Dev.**
Candidate engages all learners in developing higher order questioning skills and metacognitive processes. **PSMT: 2; 3; 4**							
NCATE: 1; 3 **InTASC: 8 (g) (P)** **Instructional Strategies** Candidate engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information. **PSMT: 2; 3; 4**	31	35 (51.5%)	25 (36.8%)	8 (11.8%)	0 (0.0%)	2.397	0.694
NCATE: 1; 3 **InTASC: 8 (h) (P)** **Instructional Strategies** Candidate uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes. **PSMT: 2; 3; 4**	32	49 (72.1%)	15 (22.1%)	4 (5.9%)	0 (0.0%)	2.662	0.589
NCATE: 1; 3 **InTASC: 8 (j) (EK)** **Instructional Strategies** Candidate understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated. **PSMT: 2; 3; 4**	33	40 (58.8%)	24 (35.3%)	4 (5.9%)	0 (0.0%)	2.529	0.610
NCATE: 1; 3 **InTASC: 8 (o) (EK)** **Instructional Strategies** Candidate understands how content and skill	34	42 (63.6%)	19 (28.8%)	5 (7.6%)	0 (0.0%)	2.561	0.636

Rubric Line Description	Rubric Line #	Applying (3)	Emerging (2)	Developing (1)	Unsatisfactory (0)	Mean	Sample Std. Dev.
13/14 Academic Year **EDI 430 - Student Teaching, Elementary** **Practicum Performance Evaluation (active from W14 to present)** **Assessments by Instructor** **(N = 68)**							

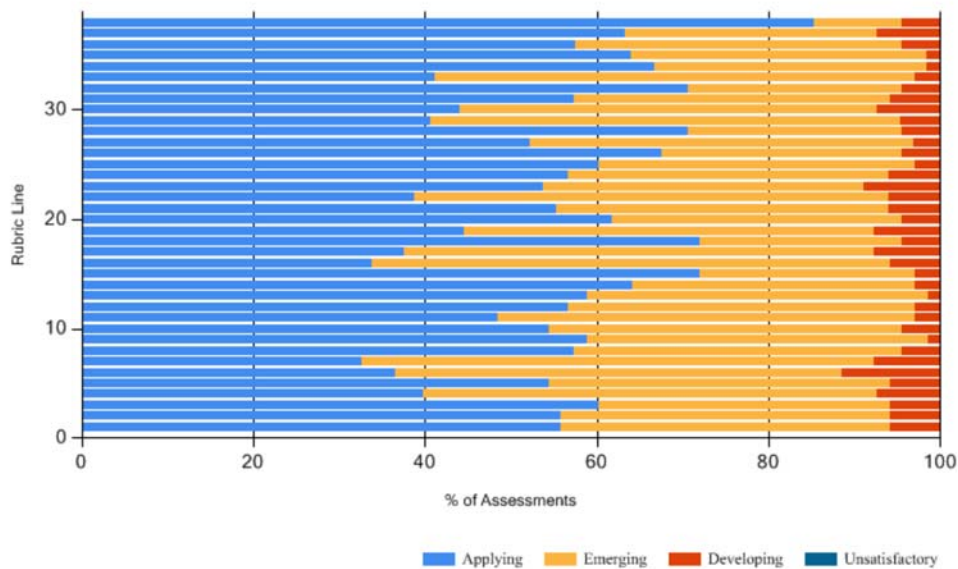| Rubric Line Description	Rubric Line #	Applying (3)	Emerging (2)	Developing (1)	Unsatisfactory (0)	Mean	Sample Std. Dev.
development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness. **PSMT: 2; 3; 4**							
NCATE: 1; 3; 4 **InTASC: 9 (e) (P)** **Professional Learning and Ethical Practice** Candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. **PSMT: 2; 3; 4; 5**	35	39 (61.9%)	21 (33.3%)	3 (4.8%)	0 (0.0%)	2.571	0.588
NCATE: 1; 3; 4 **InTASC: 9 (k) (EK)** **Professional Learning and Ethical Practice** Candidate knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities. **PSMT: 2; 3; 4; 5**	36	34 (55.7%)	23 (37.7%)	4 (6.6%)	0 (0.0%)	2.492	0.622
NCATE: 1; 3 **InTASC: 10 (a) (P)** **Leadership and Collaboration** Candidate takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing	37	40 (64.5%)	16 (25.8%)	6 (9.7%)	0 (0.0%)	2.548	0.670

13/14 Academic Year EDI 430 - Student Teaching, Elementary Practicum Performance Evaluation (active from W14 to present) Assessments by Instructor (N = 68)							
Rubric Line Description	Rubric Line #	Applying (3)	Emerging (2)	Developing (1)	Unsatisfactory (0)	Mean	Sample Std. Dev.
responsibility for decision making and accountability for each student's learning. **PSMT: 5; 6**							
NCATE: 1; 3 InTASC: 10 (t) (CD) Leadership and Collaboration Candidate embraces the challenge of continuous improvement and change. **PSMT: 5; 6**	38	54 (79.4%)	12 (17.6%)	2 (2.9%)	0 (0.0%)	2.765	0.492

13/14 Academic Year
EDI 430 - Student Teaching, Elementary
Practicum Performance Evaluation (active from W14 to present)
Assessments by Cooperating Teacher

Applying   Emerging   Developing   Unsatisfactory

13/14 Academic Year EDI 430 - Student Teaching, Elementary Practicum Performance Evaluation (active from W14 to present) Assessments by Cooperating Teacher (N = 68)							
Rubric Line Description	Rubric Line #	Applying (3)	Emerging (2)	Developing (1)	Unsatisfactory (0)	Mean	Sample Std. Dev.
NCATE: 1; 3 InTASC: 1(b) (P)	1	38 (55.9%)	26 (38.2%)	4 (5.9%)	0 (0.0%)	2.500	0.611

	13/14 Academic Year EDI 430 - Student Teaching, Elementary Practicum Performance Evaluation (active from W14 to present) Assessments by Cooperating Teacher (N = 68)						
Rubric Line Description	Rubric Line #	Applying (3)	Emerging (2)	Developing (1)	Unsatisfactory (0)	Mean	Sample Std. Dev.
Learner Development Candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning. **PSMT: 1; 2**							
NCATE: 1; 3 **InTASC: 1(g) (EK)** **Learner Development** Candidate understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging. **PSMT:**	2	38 (55.9%)	26 (38.2%)	4 (5.9%)	0 (0.0%)	2.500	0.611
NCATE: 1; 3 **InTASC: 2(a) (P)** **Learning Differences** Candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. **PSMT: 1; 2**	3	41 (60.3%)	23 (33.8%)	4 (5.9%)	0 (0.0%)	2.544	0.609
NCATE: 1; 3 **InTASC: 2(b) (P)** **Learning Differences** Candidate makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.	4	27 (39.7%)	36 (52.9%)	5 (7.4%)	0 (0.0%)	2.324	0.609

		13/14 Academic Year EDI 430 - Student Teaching, Elementary Practicum Performance Evaluation (active from W14 to present) Assessments by Cooperating Teacher (N = 68)					
Rubric Line Description	**Rubric Line #**	**Applying (3)**	**Emerging (2)**	**Developing (1)**	**Unsatisfactory (0)**	**Mean**	**Sample Std. Dev.**
PSMT: 1; 2							
NCATE: 1; 3 **InTASC: 2(d) (P)** **Learning Differences** Candidate brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. **PSMT: 1; 2**	5	37 (54.4%)	27 (39.7%)	4 (5.9%)	0 (0.0%)	2.485	0.611
NCATE: 1; 2 **InTASC: 2(i) (EK)** **Learning Differences** Candidate knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition. **PSMT: 1 ; 2**	6	19 (36.5%)	27 (51.9%)	6 (11.5%)	0 (0.0%)	2.250	0.653
NCATE: 1; 2 **InTASC: 2(i) (EK)** **Learning Differences** Candidate knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition. **PSMT: 1 ; 2**	7	17 (32.7%)	31 (59.6%)	4 (7.7%)	0 (0.0%)	2.250	0.590
NCATE: 1; 3 **InTASC: 3 (b) (P)** **Learning Environments** Candidate develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.	8	39 (57.4%)	26 (38.2%)	3 (4.4%)	0 (0.0%)	2.529	0.585

	13/14 Academic Year EDI 430 - Student Teaching, Elementary Practicum Performance Evaluation (active from W14 to present) Assessments by Cooperating Teacher (N = 68)						
Rubric Line Description	**Rubric Line #**	**Applying (3)**	**Emerging (2)**	**Developing (1)**	**Unsatisfactory (0)**	**Mean**	**Sample Std. Dev.**
PSMT: 1; **2**							
NCATE: 1; **3** **InTASC: 3 (c) (P)** **Learning Environments** Candidate collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. **PSMT: 1**; **2**	9	40 (58.8%)	27 (39.7%)	1 (1.5%)	0 (0.0%)	2.574	0.527
NCATE: 1; **3** **InTASC: 3 (d) (P)** **Learning Environments** Candidate manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. **PSMT: 1**; **2**	10	37 (54.4%)	28 (41.2%)	3 (4.4%)	0 (0.0%)	2.500	0.586
NCATE: 1; **3** **InTASC: 3 (g) (P)** **Learning Environments** The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally. **PSMT : 1**; **3**	11	33 (48.5%)	33 (48.5%)	2 (2.9%)	0 (0.0%)	2.456	0.558
NCATE: 1; **3** **InTASC: 3 (h) (P)** **Learning Environments** The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective	12	38 (56.7%)	27 (40.3%)	2 (3.0%)	0 (0.0%)	2.537	0.559

13/14 Academic Year EDI 430 - Student Teaching, Elementary Practicum Performance Evaluation (active from W14 to present) Assessments by Cooperating Teacher (N = 68)							
Rubric Line Description	Rubric Line #	Applying (3)	Emerging (2)	Developing (1)	Unsatisfactory (0)	Mean	Sample Std. Dev.
interpersonal communication skills. **PSMT: 1; 3**							
NCATE: 1; 3 **InTASC: 3 (i) (EK)** **Learning Environments** Candidate understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. **PSMT: 2; 3; 4**	13	40 (58.8%)	27 (39.7%)	1 (1.5%)	0 (0.0%)	2.574	0.527
NCATE: 1; 3 **InTASC: 3 (l) (EK)** **Learning Environments** Candidate understands how learner diversity can affect communication and knows how to communicate effectively in differing environments. **PSMT: 2; 3; 4**	14	43 (64.2%)	22 (32.8%)	2 (3.0%)	0 (0.0%)	2.612	0.549
NCATE: 1; 3 **InTASC: 4 (g) (P)** **Content Knowledge** Candidate uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners. **PSMT: 1; 2; 3**	15	49 (72.1%)	17 (25.0%)	2 (2.9%)	0 (0.0%)	2.691	0.526
NCATE: 1; 3 **InTASC: 4 (k) (EK)** **Content Knowledge** Candidate understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual	16	23 (33.8%)	41 (60.3%)	4 (5.9%)	0 (0.0%)	2.279	0.569

		13/14 Academic Year EDI 430 - Student Teaching, Elementary Practicum Performance Evaluation (active from W14 to present) Assessments by Cooperating Teacher (N = 68)					
Rubric Line Description	Rubric Line #	Applying (3)	Emerging (2)	Developing (1)	Unsatisfactory (0)	Mean	Sample Std. Dev.
understanding. **PSMT: 1; 2; 3**							
NCATE: 1; 3 **InTASC: 5 (a) (P)** **Application of Content** Candidate develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications). **PSMT: 1; 2; 3**	17	24 (37.5%)	35 (54.7%)	5 (7.8%)	0 (0.0%)	2.297	0.609
NCATE: 1; 3 **InTASC: 5 (c) (P)** **Application of Content** Candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts. **PSMT: 1; 2; 3**	18	49 (72.1%)	16 (23.5%)	3 (4.4%)	0 (0.0%)	2.676	0.558
NCATE: 1; 3 **InTASC: 5 (d) (P)** **Application of Content** Candidate engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts. **PSMT: 1; 2; 3**	19	29 (44.6%)	31 (47.7%)	5 (7.7%)	0 (0.0%)	2.369	0.627
NCATE: 1; 3 **InTASC: 5 (h) (P)** **Application of Content**	20	42 (61.8%)	23 (33.8%)	3 (4.4%)	0 (0.0%)	2.574	0.581

	13/14 Academic Year EDI 430 - Student Teaching, Elementary Practicum Performance Evaluation (active from W14 to present) Assessments by Cooperating Teacher (N = 68)						
Rubric Line Description	**Rubric Line #**	**Applying (3)**	**Emerging (2)**	**Developing (1)**	**Unsatisfactory (0)**	**Mean**	**Sample Std. Dev.**
Candidate develops and implements supports for learner literacy development across content areas. **PSMT: 1; 2; 3**							
NCATE: 1; 3 **InTASC: 5 (k) (EK)** **Application of Content** Candidate understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use. **PSMT: 1; 2; 3**	21	37 (55.2%)	26 (38.8%)	4 (6.0%)	0 (0.0%)	2.493	0.612
NCATE: 1; 3 **InTASC: 5 (m) (EK)** **Application of Content** Candidate understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning. **PSMT: 1; 2; 3**	22	26 (38.8%)	37 (55.2%)	4 (6.0%)	0 (0.0%)	2.328	0.587
NCATE:1; 3 **InTASC: 6 (g) (P)** **Assessment** Candidate effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. **PSMT: 2; 3; 4**	23	36 (53.7%)	25 (37.3%)	6 (9.0%)	0 (0.0%)	2.448	0.658
NCATE:1; 3 **InTASC: 6 (l) (P)** **Assessment** Candidate understands the differences between formative and summative	24	38 (56.7%)	25 (37.3%)	4 (6.0%)	0 (0.0%)	2.507	0.612

13/14 Academic Year EDI 430 - Student Teaching, Elementary Practicum Performance Evaluation (active from W14 to present) Assessments by Cooperating Teacher (N = 68)							
Rubric Line Description	**Rubric Line #**	**Applying (3)**	**Emerging (2)**	**Developing (1)**	**Unsatisfactory (0)**	**Mean**	**Sample Std. Dev.**
applications of assessment and knows how and when to use each. **PSMT: 2; 3; 4**							
NCATE: 1; 3; 4 **InTASC: 7 (i) (EK)** **Planning for Instruction** Candidate understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning. **PSMT: 2; 3; 4**	25	41 (60.3%)	25 (36.8%)	2 (2.9%)	0 (0.0%)	2.574	0.555
NCATE: 1; 3; 4 **InTASC: 7 (l) (EK)** **Planning for Instruction** Candidate knows when and how to adjust plans based on assessment information and learner responses. **PSMT: 2; 3; 4; 7**	26	46 (67.6%)	19 (27.9%)	3 (4.4%)	0 (0.0%)	2.632	0.571
NCATE: 1; 3; 4 **InTASC: 7 (m) (EK)** **Planning for Instruction** Candidate knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations). **PSMT: 2; 3; 4; 7**	27	34 (52.3%)	29 (44.6%)	2 (3.1%)	0 (0.0%)	2.492	0.562
NCATE: 1; 3 **InTASC: 8 (b) (P)** **Instructional Strategies** Candidate continuously monitors student learning, engages learners in assessing their progress, and adjusts	28	48 (70.6%)	17 (25.0%)	3 (4.4%)	0 (0.0%)	2.662	0.563

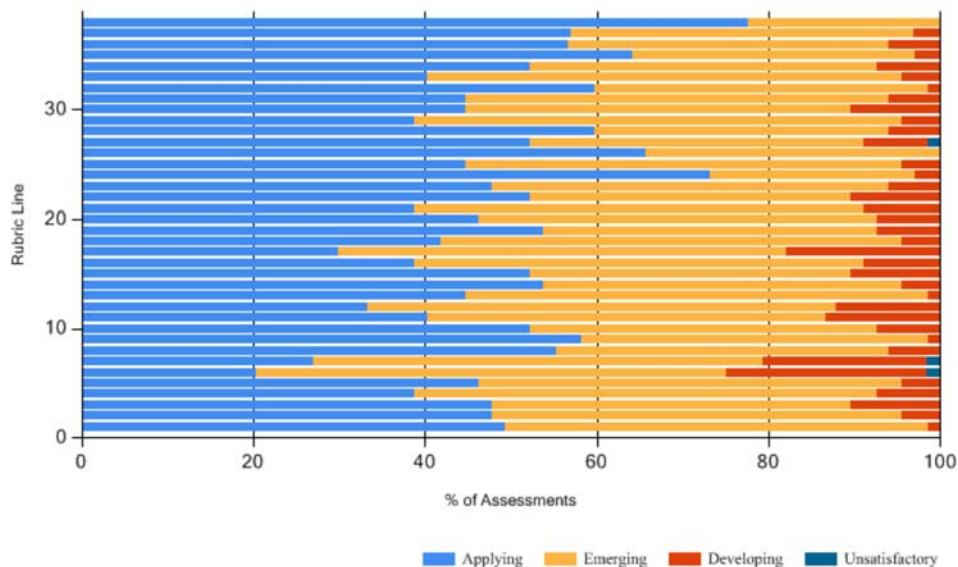| 13/14 Academic Year EDI 430 - Student Teaching, Elementary Practicum Performance Evaluation (active from W14 to present) Assessments by Cooperating Teacher (N = 68)							
Rubric Line Description	Rubric Line #	Applying (3)	Emerging (2)	Developing (1)	Unsatisfactory (0)	Mean	Sample Std. Dev.
instruction in response to student learning needs. **PSMT: 2; 3; 4**							
NCATE: 1; 3 **InTASC: 8 (c) (P)** **Instructional Strategies** Candidate collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest. **PSMT: 2; 3; 4**	29	26 (40.6%)	35 (54.7%)	3 (4.7%)	0 (0.0%)	2.359	0.574
NCATE: 1; 3 **InTASC: 8 (f) (P)** **Instructional Strategies** Candidate engages all learners in developing higher order questioning skills and metacognitive processes. **PSMT: 2; 3; 4**	30	30 (44.1%)	33 (48.5%)	5 (7.4%)	0 (0.0%)	2.368	0.621
NCATE: 1; 3 **InTASC: 8 (g) (P)** **Instructional Strategies** Candidate engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information. **PSMT: 2; 3; 4**	31	39 (57.4%)	25 (36.8%)	4 (5.9%)	0 (0.0%)	2.515	0.611
NCATE: 1; 3 **InTASC: 8 (h) (P)** **Instructional Strategies** Candidate uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	32	48 (70.6%)	17 (25.0%)	3 (4.4%)	0 (0.0%)	2.662	0.563

Rubric Line Description	Rubric Line #	Applying (3)	Emerging (2)	Developing (1)	Unsatisfactory (0)	Mean	Sample Std. Dev.
13/14 Academic Year EDI 430 - Student Teaching, Elementary Practicum Performance Evaluation (active from W14 to present) Assessments by Cooperating Teacher (N = 68)							

Rubric Line Description	Rubric Line #	Applying (3)	Emerging (2)	Developing (1)	Unsatisfactory (0)	Mean	Sample Std. Dev.
PSMT: 2; 3; 4							
NCATE: 1; 3 **InTASC: 8 (j) (EK)** **Instructional Strategies** Candidate understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated. **PSMT: 2; 3; 4**	33	28 (41.2%)	38 (55.9%)	2 (2.9%)	0 (0.0%)	2.382	0.547
NCATE: 1; 3 **InTASC: 8 (o) (EK)** **Instructional Strategies** Candidate understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness. **PSMT: 2; 3; 4**	34	44 (66.7%)	21 (31.8%)	1 (1.5%)	0 (0.0%)	2.652	0.511
NCATE: 1; 3; 4 **InTASC: 9 (e) (P)** **Professional Learning and Ethical Practice** Candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. **PSMT: 2; 3; 4; 5**	35	41 (64.1%)	22 (34.4%)	1 (1.6%)	0 (0.0%)	2.625	0.519
NCATE: 1; 3; 4 **InTASC: 9 (k) (EK)** **Professional Learning and Ethical Practice**	36	38 (57.6%)	25 (37.9%)	3 (4.5%)	0 (0.0%)	2.530	0.588

13/14 Academic Year EDI 430 - Student Teaching, Elementary Practicum Performance Evaluation (active from W14 to present) Assessments by Cooperating Teacher (N = 68)							
Rubric Line Description	**Rubric Line #**	**Applying (3)**	**Emerging (2)**	**Developing (1)**	**Unsatisfactory (0)**	**Mean**	**Sample Std. Dev.**
Candidate knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities. **PSMT: 2; 3; 4; 5**							
NCATE: 1; 3 **InTASC: 10 (a) (P)** **Leadership and Collaboration** Candidate takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning. **PSMT: 5; 6**	37	43 (63.2%)	20 (29.4%)	5 (7.4%)	0 (0.0%)	2.559	0.632
NCATE: 1; 3 **InTASC: 10 (t) (CD)** **Leadership and Collaboration** Candidate embraces the challenge of continuous improvement and change. **PSMT: 5; 6**	38	58 (85.3%)	7 (10.3%)	3 (4.4%)	0 (0.0%)	2.809	0.496

13/14 Academic Year
EDI 430 - Student Teaching, Elementary
Practicum Performance Evaluation (active from W14 to present)
Assessments by Candidate

| | Applying | Emerging | Developing | Unsatisfactory |

13/14 Academic Year
EDI 430 - Student Teaching, Elementary
Practicum Performance Evaluation (active from W14 to present)
Assessments by Candidate
(N = 67)

Rubric Line Description	Rubric Line #	Applying (3)	Emerging (2)	Developing (1)	Unsatisfactory (0)	Mean	Sample Std. Dev.
NCATE: 1; 3 **InTASC: 1(b) (P)** **Learner Development** Candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning. **PSMT: 1; 2**	1	33 (49.3%)	33 (49.3%)	1 (1.5%)	0 (0.0%)	2.478	0.533
NCATE: 1; 3 **InTASC: 1(g) (EK)** **Learner Development** Candidate understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging. **PSMT:**	2	32 (47.8%)	32 (47.8%)	3 (4.5%)	0 (0.0%)	2.433	0.583