



2020-2021 Initial Teacher Candidate Internship Assessments Data

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Course Report for EDI 430 - Student Teaching, Elementary

Filters used for report generation

Campus(es)

West Michigan Region
 Northern Michigan Region
 Southeastern Michigan Region
 Southwestern Michigan Region
 Northeastern Michigan Region

Academic Year(s)

2020-2021 (Fall 2020 / Winter 2021)

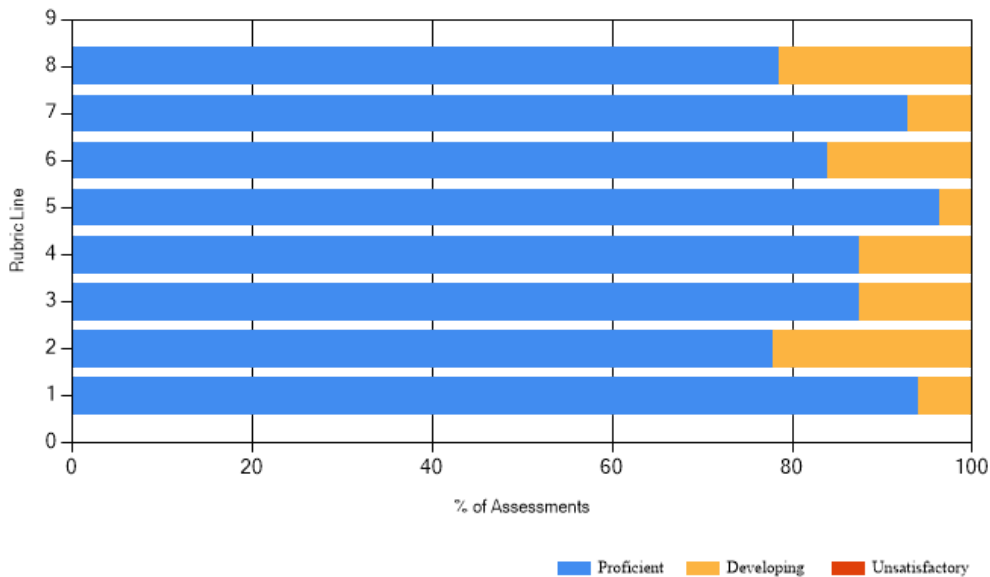
Rubric(s)

GVSU Dispositions- updated 2/26/18
 Clinical Internship Performance Evaluation- updated 10/5/20

2020-2021 Academic Year

GVSU Dispositions- updated 2/26/18 Rubric

2020-2021 Academic Year EDI 430 - Student Teaching, Elementary GVSU Dispositions- updated 2/26/18 Assessments by Instructor

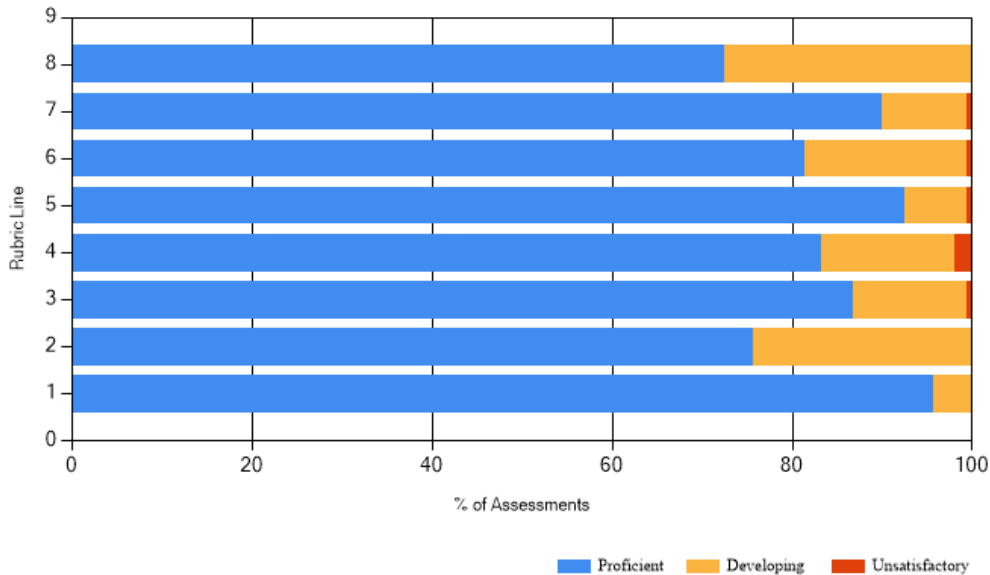


2020-2021 Academic Year EDI 430 - Student Teaching, Elementary GVSU Dispositions- updated 2/26/18 Assessments by Instructor (N = 168)						
Rubric Line Description	Rubric Line #	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Ethical: Abides by the professional code of ethics, professional standards of practice, and relevant law and policy. Demonstrates personal honesty and integrity. INTASC standard: 9o; 6v	1	157 (94.0%)	10 (6.0%)	0 (0.0%)	2.940	0.238

**2020-2021 Academic Year
 EDI 430 - Student Teaching, Elementary
 GVSU Dispositions- updated 2/26/18
 Assessments by Instructor
 (N = 168)**

Rubric Line Description	Rubric Line #	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Scholarly: Has a critical stance towards professional practice. As a life-long learner, is intellectually curious, and regularly seeks opportunities for ongoing professional learning. INTASC standard: 9n; 10t	2	131 (78.0%)	37 (22.0%)	0 (0.0%)	2.780	0.416
Reflective: Committed to deepening understandings of one's own teaching practice with the goal of continual improvement. Is introspective, self-regulatory, and demonstrates self-awareness. INTASC standard: 9l.	3	147 (87.5%)	21 (12.5%)	0 (0.0%)	2.875	0.332
Resourceful: Demonstrates initiative, perseverance and self-efficacy; is proactive, persistent, and an engaged problem solver. INTASC standard: 10r; 9l.	4	147 (87.5%)	21 (12.5%)	0 (0.0%)	2.875	0.332
Student Centered: Keeps the needs of the students at the center of one's practice; builds positive relationships with students and serves as an advocate when needed. Demonstrates care through expressions of kindness, compassion and empathy. INTASC standard: 10p; 8p; 10p; 2n.	5	162 (96.4%)	6 (3.6%)	0 (0.0%)	2.964	0.186
Rigorous: Sets high expectations for all students, rooted in the assumption that all students can learn. INTASC standard: 2l; 4r.	6	141 (83.9%)	27 (16.1%)	0 (0.0%)	2.839	0.368
Fair: Is equitable and unbiased towards others. Values all identities, perspectives, and backgrounds and is committed to incorporating diverse perspectives. INTASC standard: 9m; 2m.	7	156 (92.9%)	12 (7.1%)	0 (0.0%)	2.929	0.258
Responsive: Designs and differentiates instruction to address students' background experiences, thinking processes, and other needs. INTASC standard: 1h-k; 3r; 6u; 7n; 7q; 8s.	8	132 (78.6%)	36 (21.4%)	0 (0.0%)	2.786	0.412

2020-2021 Academic Year
 EDI 430 - Student Teaching, Elementary
 GVSU Dispositions- updated 2/26/18
 Assessments by Cooperating Teacher

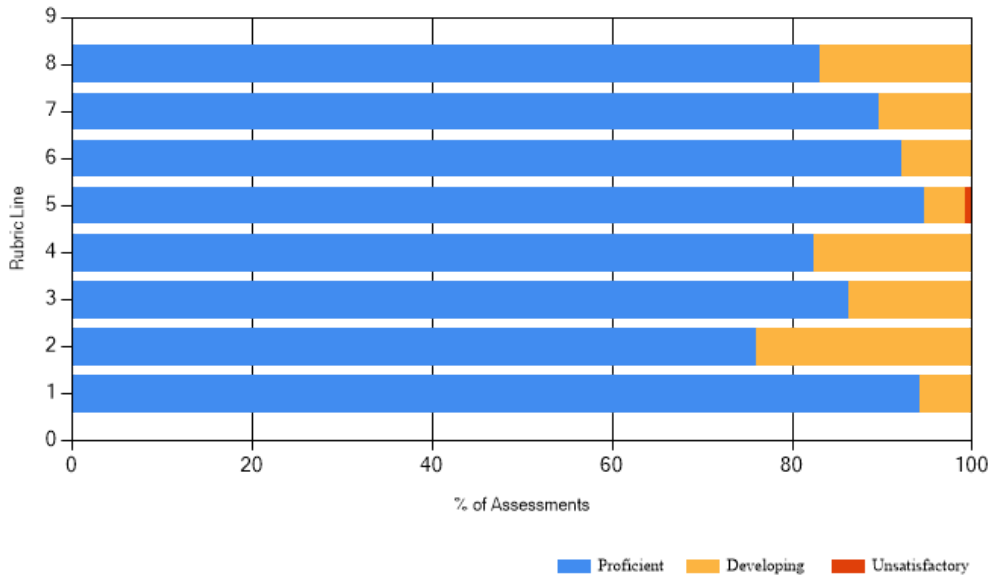


2020-2021 Academic Year EDI 430 - Student Teaching, Elementary GVSU Dispositions- updated 2/26/18 Assessments by Cooperating Teacher (N = 161)						
Rubric Line Description	Rubric Line #	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Ethical: Abides by the professional code of ethics, professional standards of practice, and relevant law and policy. Demonstrates personal honesty and integrity. INTASC standard: 9o; 6v	1	154 (95.7%)	7 (4.3%)	0 (0.0%)	2.957	0.205
Scholarly: Has a critical stance towards professional practice. As a life-long learner, is intellectually curious, and regularly seeks opportunities for ongoing professional learning. INTASC standard: 9n; 10t	2	121 (75.6%)	39 (24.4%)	0 (0.0%)	2.756	0.431
Reflective: Committed to deepening understandings of one's own teaching practice with the goal of continual improvement. Is introspective, self-regulatory, and demonstrates self-awareness. INTASC standard: 9i.	3	139 (86.9%)	20 (12.5%)	1 (0.6%)	2.863	0.363

**2020-2021 Academic Year
 EDI 430 - Student Teaching, Elementary
 GVSU Dispositions- updated 2/26/18
 Assessments by Cooperating Teacher
 (N = 161)**

Rubric Line Description	Rubric Line #	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Resourceful: Demonstrates initiative, perseverance and self-efficacy; is proactive, persistent, and an engaged problem solver. INTASC standard: 10r; 9l.	4	134 (83.2%)	24 (14.9%)	3 (1.9%)	2.814	0.436
Student Centered: Keeps the needs of the students at the center of one's practice; builds positive relationships with students and serves as an advocate when needed. Demonstrates care through expressions of kindness, compassion and empathy. INTASC standard: 10p; 8p; 10p; 2n.	5	149 (92.5%)	11 (6.8%)	1 (0.6%)	2.919	0.295
Rigorous: Sets high expectations for all students, rooted in the assumption that all students can learn. INTASC standard: 2l; 4r.	6	131 (81.4%)	29 (18.0%)	1 (0.6%)	2.807	0.411
Fair: Is equitable and unbiased towards others. Values all identities, perspectives, and backgrounds and is committed to incorporating diverse perspectives. INTASC standard: 9m; 2m.	7	144 (90.0%)	15 (9.4%)	1 (0.6%)	2.894	0.329
Responsive: Designs and differentiates instruction to address students' background experiences, thinking processes, and other needs. INTASC standard: 1h-k; 3r; 6u; 7n; 7q; 8s.	8	116 (72.5%)	44 (27.5%)	0 (0.0%)	2.725	0.448

2020-2021 Academic Year
 EDI 430 - Student Teaching, Elementary
 GVSU Dispositions- updated 2/26/18
 Assessments by Candidate



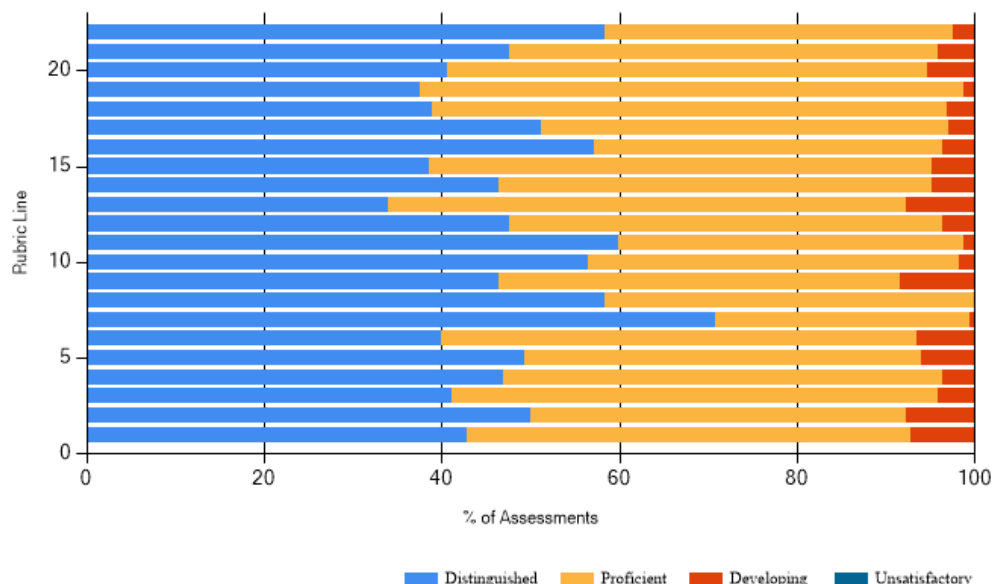
2020-2021 Academic Year EDI 430 - Student Teaching, Elementary GVSU Dispositions- updated 2/26/18 Assessments by Candidate (N = 154)						
Rubric Line Description	Rubric Line #	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Ethical: Abides by the professional code of ethics, professional standards of practice, and relevant law and policy. Demonstrates personal honesty and integrity. INTASC standard: 9o; 6v	1	145 (94.2%)	9 (5.8%)	0 (0.0%)	2.942	0.235
Scholarly: Has a critical stance towards professional practice. As a life-long learner, is intellectually curious, and regularly seeks opportunities for ongoing professional learning. INTASC standard: 9n; 10t	2	117 (76.0%)	37 (24.0%)	0 (0.0%)	2.760	0.429
Reflective: Committed to deepening understandings of one's own teaching practice with the goal of continual improvement. Is introspective, self-regulatory, and demonstrates self-awareness. INTASC standard: 9i.	3	133 (86.4%)	21 (13.6%)	0 (0.0%)	2.864	0.344

**2020-2021 Academic Year
 EDI 430 - Student Teaching, Elementary
 GVSU Dispositions- updated 2/26/18
 Assessments by Candidate
 (N = 154)**

Rubric Line Description	Rubric Line #	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Resourceful: Demonstrates initiative, perseverance and self-efficacy; is proactive, persistent, and an engaged problem solver. INTASC standard: 10r; 9l.	4	127 (82.5%)	27 (17.5%)	0 (0.0%)	2.825	0.381
Student Centered: Keeps the needs of the students at the center of one's practice; builds positive relationships with students and serves as an advocate when needed. Demonstrates care through expressions of kindness, compassion and empathy. INTASC standard: 10p; 8p; 10p; 2n.	5	146 (94.8%)	7 (4.5%)	1 (0.6%)	2.942	0.262
Rigorous: Sets high expectations for all students, rooted in the assumption that all students can learn. INTASC standard: 2l; 4r.	6	142 (92.2%)	12 (7.8%)	0 (0.0%)	2.922	0.269
Fair: Is equitable and unbiased towards others. Values all identities, perspectives, and backgrounds and is committed to incorporating diverse perspectives. INTASC standard: 9m; 2m.	7	138 (89.6%)	16 (10.4%)	0 (0.0%)	2.896	0.306
Responsive: Designs and differentiates instruction to address students' background experiences, thinking processes, and other needs. INTASC standard: 1h-k; 3r; 6u; 7n; 7q; 8s.	8	128 (83.1%)	26 (16.9%)	0 (0.0%)	2.831	0.376

Clinical Internship Performance Evaluation- updated 10/5/20 Rubric

2020-2021 Academic Year
 EDI 430 - Student Teaching, Elementary
 Clinical Internship Performance Evaluation- updated 10/5/20
 Assessments by Instructor



2020-2021 Academic Year EDI 430 - Student Teaching, Elementary Clinical Internship Performance Evaluation- updated 10/5/20 Assessments by Instructor (N = 168)							
Rubric Line Description	Rubric Line #	Distinguished (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Planning and Preparation: Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4)	1	72 (42.9%)	84 (50.0%)	12 (7.1%)	0 (0.0%)	3.357	0.612
Planning and Preparation: Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7)	2	84 (50.0%)	71 (42.3%)	13 (7.7%)	0 (0.0%)	3.423	0.633
Planning and Preparation: Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)	3	69 (41.1%)	92 (54.8%)	7 (4.2%)	0 (0.0%)	3.369	0.564

**2020-2021 Academic Year
 EDI 430 - Student Teaching, Elementary
 Clinical Internship Performance Evaluation- updated 10/5/20
 Assessments by Instructor
 (N = 168)**

Rubric Line Description	Rubric Line #	Distinguished (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Planning and Preparation: Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)	4	79 (47.0%)	83 (49.4%)	6 (3.6%)	0 (0.0%)	3.435	0.565
Planning and Preparation: Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7)	5	83 (49.4%)	75 (44.6%)	10 (6.0%)	0 (0.0%)	3.435	0.606
Planning and Preparation: Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6)	6	67 (39.9%)	90 (53.6%)	11 (6.5%)	0 (0.0%)	3.333	0.596
The Classroom Environment: Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)	7	119 (70.8%)	48 (28.6%)	1 (0.6%)	0 (0.0%)	3.702	0.471
The Classroom Environment: Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5)	8	98 (58.3%)	70 (41.7%)	0 (0.0%)	0 (0.0%)	3.583	0.494
The Classroom Environment: Danielson 2c Managing classroom procedures (CAEP 1.4; InTASC 3)	9	77 (46.4%)	75 (45.2%)	14 (8.4%)	0 (0.0%)	3.380	0.638
The Classroom Environment: Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)	10	95 (56.5%)	70 (41.7%)	3 (1.8%)	0 (0.0%)	3.548	0.534

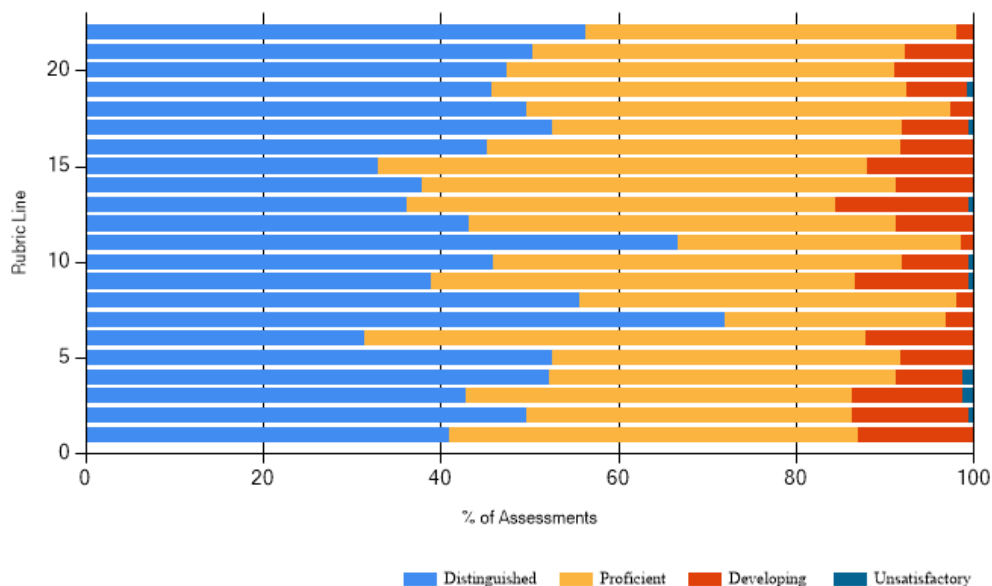
**2020-2021 Academic Year
 EDI 430 - Student Teaching, Elementary
 Clinical Internship Performance Evaluation- updated 10/5/20
 Assessments by Instructor
 (N = 168)**

Rubric Line Description	Rubric Line #	Distinguished (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
The Classroom Environment: Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3)	11	94 (59.9%)	61 (38.9%)	2 (1.3%)	0 (0.0%)	3.586	0.519
Instruction: Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	12	80 (47.6%)	82 (48.8%)	6 (3.6%)	0 (0.0%)	3.440	0.565
Instruction: Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8)	13	57 (33.9%)	98 (58.3%)	13 (7.7%)	0 (0.0%)	3.262	0.592
Instruction: Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	14	78 (46.4%)	82 (48.8%)	8 (4.8%)	0 (0.0%)	3.417	0.583
Instruction: Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6)	15	64 (38.6%)	94 (56.6%)	8 (4.8%)	0 (0.0%)	3.337	0.567
Instruction: Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8)	16	96 (57.1%)	66 (39.3%)	6 (3.6%)	0 (0.0%)	3.536	0.568
Professional Responsibilities: Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)	17	86 (51.2%)	77 (45.8%)	5 (3.0%)	0 (0.0%)	3.482	0.558
Professional Responsibilities: Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9)	18	63 (38.9%)	94 (58.0%)	5 (3.1%)	0 (0.0%)	3.358	0.542

**2020-2021 Academic Year
 EDI 430 - Student Teaching, Elementary
 Clinical Internship Performance Evaluation- updated 10/5/20
 Assessments by Instructor
 (N = 168)**

Rubric Line Description	Rubric Line #	Distinguished (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Professional Responsibilities: Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)	19	60 (37.5%)	98 (61.3%)	2 (1.3%)	0 (0.0%)	3.363	0.508
Professional Responsibilities: Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)	20	68 (40.7%)	90 (53.9%)	9 (5.4%)	0 (0.0%)	3.353	0.582
Professional Responsibilities: Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)	21	80 (47.6%)	81 (48.2%)	7 (4.2%)	0 (0.0%)	3.435	0.575
Professional Responsibilities: Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10)	22	98 (58.3%)	66 (39.3%)	4 (2.4%)	0 (0.0%)	3.560	0.544

2020-2021 Academic Year
 EDI 430 - Student Teaching, Elementary
 Clinical Internship Performance Evaluation- updated 10/5/20
 Assessments by Cooperating Teacher



2020-2021 Academic Year EDI 430 - Student Teaching, Elementary Clinical Internship Performance Evaluation- updated 10/5/20 Assessments by Cooperating Teacher (N = 161)							
Rubric Line Description	Rubric Line #	Distinguished (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Planning and Preparation: Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4)	1	66 (41.0%)	74 (46.0%)	21 (13.0%)	0 (0.0%)	3.280	0.682
Planning and Preparation: Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7)	2	80 (49.7%)	59 (36.6%)	21 (13.0%)	1 (0.6%)	3.354	0.728
Planning and Preparation: Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)	3	69 (42.9%)	70 (43.5%)	20 (12.4%)	2 (1.2%)	3.280	0.726

2020-2021 Academic Year
EDI 430 - Student Teaching, Elementary
Clinical Internship Performance Evaluation- updated 10/5/20
Assessments by Cooperating Teacher
(N = 161)

Rubric Line Description	Rubric Line #	Distinguished (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Planning and Preparation: Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)	4	83 (52.2%)	62 (39.0%)	12 (7.5%)	2 (1.3%)	3.421	0.688
Planning and Preparation: Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7)	5	83 (52.5%)	62 (39.2%)	13 (8.2%)	0 (0.0%)	3.443	0.643
Planning and Preparation: Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6)	6	49 (31.4%)	88 (56.4%)	19 (12.2%)	0 (0.0%)	3.192	0.634
The Classroom Environment: Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)	7	116 (72.0%)	40 (24.8%)	5 (3.1%)	0 (0.0%)	3.689	0.527
The Classroom Environment: Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5)	8	89 (55.6%)	68 (42.5%)	3 (1.9%)	0 (0.0%)	3.538	0.537
The Classroom Environment: Danielson 2c Managing classroom procedures (CAEP 1.4; InTASC 3)	9	61 (38.9%)	75 (47.8%)	20 (12.7%)	1 (0.6%)	3.248	0.695
The Classroom Environment: Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)	10	74 (46.0%)	74 (46.0%)	12 (7.5%)	1 (0.6%)	3.373	0.650

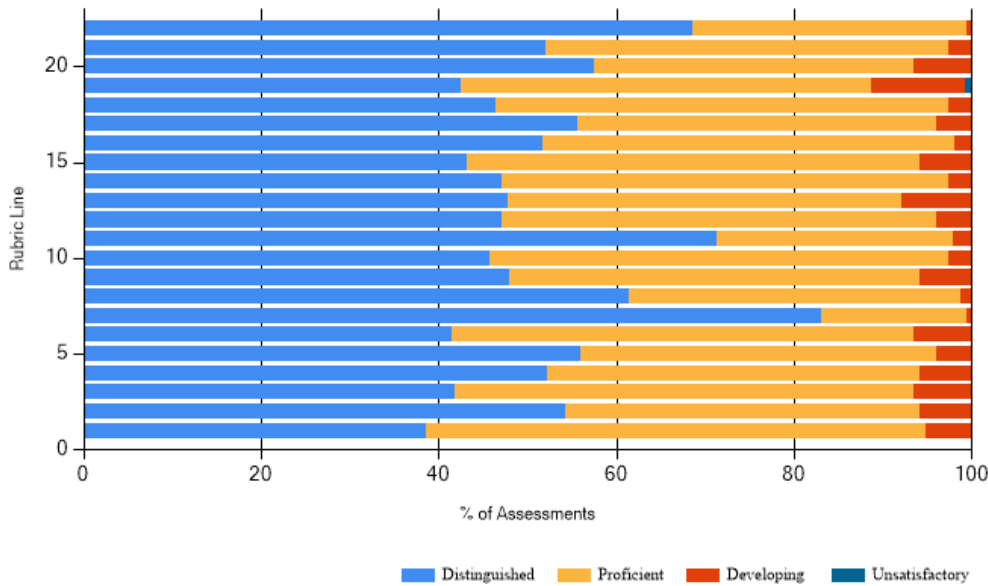
2020-2021 Academic Year
EDI 430 - Student Teaching, Elementary
Clinical Internship Performance Evaluation- updated 10/5/20
Assessments by Cooperating Teacher
(N = 161)

Rubric Line Description	Rubric Line #	Distinguished (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
The Classroom Environment: Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3)	11	98 (66.7%)	47 (32.0%)	2 (1.4%)	0 (0.0%)	3.653	0.505
Instruction: Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	12	69 (43.1%)	77 (48.1%)	14 (8.8%)	0 (0.0%)	3.344	0.635
Instruction: Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8)	13	58 (36.3%)	77 (48.1%)	24 (15.0%)	1 (0.6%)	3.200	0.708
Instruction: Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	14	61 (37.9%)	86 (53.4%)	14 (8.7%)	0 (0.0%)	3.292	0.619
Instruction: Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6)	15	52 (32.9%)	87 (55.1%)	19 (12.0%)	0 (0.0%)	3.209	0.639
Instruction: Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8)	16	72 (45.3%)	74 (46.5%)	13 (8.2%)	0 (0.0%)	3.371	0.632
Professional Responsibilities: Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)	17	84 (52.5%)	63 (39.4%)	12 (7.5%)	1 (0.6%)	3.438	0.661
Professional Responsibilities: Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9)	18	74 (49.7%)	71 (47.7%)	4 (2.7%)	0 (0.0%)	3.470	0.552

**2020-2021 Academic Year
 EDI 430 - Student Teaching, Elementary
 Clinical Internship Performance Evaluation- updated 10/5/20
 Assessments by Cooperating Teacher
 (N = 161)**

Rubric Line Description	Rubric Line #	Distinguished (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Professional Responsibilities: Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)	19	60 (45.8%)	61 (46.6%)	9 (6.9%)	1 (0.8%)	3.374	0.648
Professional Responsibilities: Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)	20	75 (47.5%)	69 (43.7%)	14 (8.9%)	0 (0.0%)	3.386	0.646
Professional Responsibilities: Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)	21	79 (50.3%)	66 (42.0%)	12 (7.6%)	0 (0.0%)	3.427	0.632
Professional Responsibilities: Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10)	22	89 (56.3%)	66 (41.8%)	3 (1.9%)	0 (0.0%)	3.544	0.537

2020-2021 Academic Year
 EDI 430 - Student Teaching, Elementary
 Clinical Internship Performance Evaluation- updated 10/5/20
 Assessments by Candidate



2020-2021 Academic Year EDI 430 - Student Teaching, Elementary Clinical Internship Performance Evaluation- updated 10/5/20 Assessments by Candidate (N = 153)							
Rubric Line Description	Rubric Line #	Distinguished (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Planning and Preparation: Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4)	1	59 (38.6%)	86 (56.2%)	8 (5.2%)	0 (0.0%)	3.333	0.574
Planning and Preparation: Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7)	2	83 (54.2%)	61 (39.9%)	9 (5.9%)	0 (0.0%)	3.484	0.608
Planning and Preparation: Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)	3	64 (41.8%)	79 (51.6%)	10 (6.5%)	0 (0.0%)	3.353	0.601

2020-2021 Academic Year
EDI 430 - Student Teaching, Elementary
Clinical Internship Performance Evaluation- updated 10/5/20
Assessments by Candidate
(N = 153)

Rubric Line Description	Rubric Line #	Distinguished (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Planning and Preparation: Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)	4	80 (52.3%)	64 (41.8%)	9 (5.9%)	0 (0.0%)	3.464	0.607
Planning and Preparation: Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7)	5	85 (55.9%)	61 (40.1%)	6 (3.9%)	0 (0.0%)	3.520	0.575
Planning and Preparation: Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6)	6	63 (41.4%)	79 (52.0%)	10 (6.6%)	0 (0.0%)	3.349	0.601
The Classroom Environment: Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)	7	127 (83.0%)	25 (16.3%)	1 (0.7%)	0 (0.0%)	3.824	0.399
The Classroom Environment: Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5)	8	94 (61.4%)	57 (37.3%)	2 (1.3%)	0 (0.0%)	3.601	0.517
The Classroom Environment: Danielson 2c Managing classroom procedures (CAEP 1.4; InTASC 3)	9	73 (48.0%)	70 (46.1%)	9 (5.9%)	0 (0.0%)	3.421	0.604
The Classroom Environment: Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)	10	70 (45.8%)	79 (51.6%)	4 (2.6%)	0 (0.0%)	3.431	0.547

2020-2021 Academic Year
EDI 430 - Student Teaching, Elementary
Clinical Internship Performance Evaluation- updated 10/5/20
Assessments by Candidate
(N = 153)

Rubric Line Description	Rubric Line #	Distinguished (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
The Classroom Environment: Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3)	11	102 (71.3%)	38 (26.6%)	3 (2.1%)	0 (0.0%)	3.692	0.507
Instruction: Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	12	72 (47.1%)	75 (49.0%)	6 (3.9%)	0 (0.0%)	3.431	0.571
Instruction: Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8)	13	73 (47.7%)	68 (44.4%)	12 (7.8%)	0 (0.0%)	3.399	0.632
Instruction: Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	14	72 (47.1%)	77 (50.3%)	4 (2.6%)	0 (0.0%)	3.444	0.549
Instruction: Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6)	15	66 (43.1%)	78 (51.0%)	9 (5.9%)	0 (0.0%)	3.373	0.595
Instruction: Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8)	16	79 (51.6%)	71 (46.4%)	3 (2.0%)	0 (0.0%)	3.497	0.540
Professional Responsibilities: Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)	17	85 (55.6%)	62 (40.5%)	6 (3.9%)	0 (0.0%)	3.516	0.575
Professional Responsibilities: Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9)	18	70 (46.4%)	77 (51.0%)	4 (2.6%)	0 (0.0%)	3.437	0.549

**2020-2021 Academic Year
 EDI 430 - Student Teaching, Elementary
 Clinical Internship Performance Evaluation- updated 10/5/20
 Assessments by Candidate
 (N = 153)**

Rubric Line Description	Rubric Line #	Distinguished (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Professional Responsibilities: Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)	19	60 (42.6%)	65 (46.1%)	15 (10.6%)	1 (0.7%)	3.305	0.686
Professional Responsibilities: Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)	20	88 (57.5%)	55 (35.9%)	10 (6.5%)	0 (0.0%)	3.510	0.619
Professional Responsibilities: Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)	21	79 (52.0%)	69 (45.4%)	4 (2.6%)	0 (0.0%)	3.493	0.552
Professional Responsibilities: Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10)	22	105 (68.6%)	47 (30.7%)	1 (0.7%)	0 (0.0%)	3.680	0.482

Course Report for EDI 431 - Student Teaching, Secondary

Filters used for report generation

Campus(es)

West Michigan Region
 Northern Michigan Region
 Southeastern Michigan Region
 Southwestern Michigan Region
 Northeastern Michigan Region

Academic Year(s)

2020-2021 (Fall 2020 / Winter 2021)

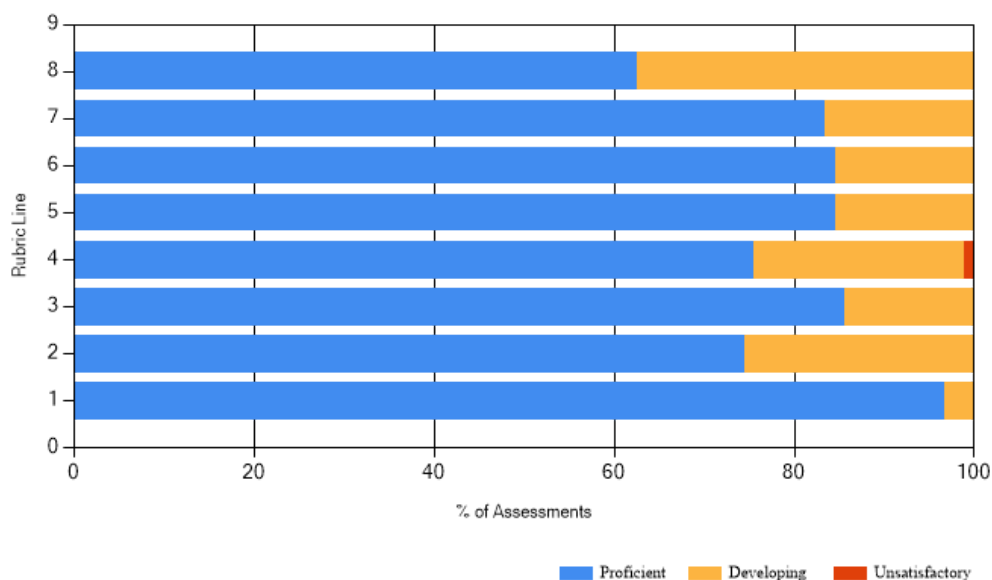
Rubric(s)

GVSU Dispositions- updated 2/26/18
 Clinical Internship Performance Evaluation- updated 10/5/20

2020-2021 Academic Year

GVSU Dispositions- updated 2/26/18 Rubric

2020-2021 Academic Year EDI 431 - Student Teaching, Secondary GVSU Dispositions- updated 2/26/18 Assessments by Instructor

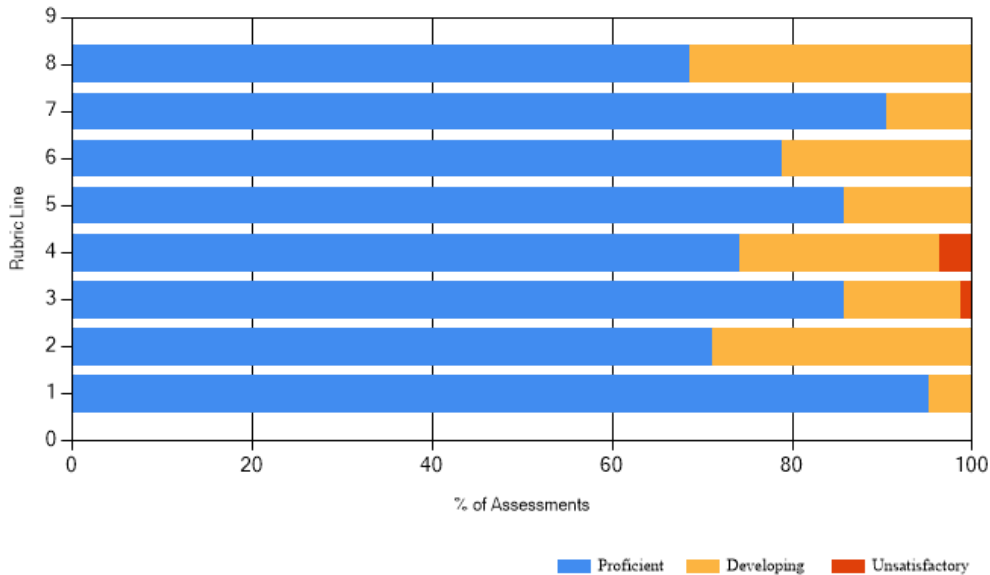


2020-2021 Academic Year EDI 431 - Student Teaching, Secondary GVSU Dispositions- updated 2/26/18 Assessments by Instructor (N = 91)						
Rubric Line Description	Rubric Line #	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Ethical: Abides by the professional code of ethics, professional standards of practice, and relevant law and policy. Demonstrates personal honesty and integrity. INTASC standard: 9o; 6v	1	88 (96.7%)	3 (3.3%)	0 (0.0%)	2.967	0.180

**2020-2021 Academic Year
EDI 431 - Student Teaching, Secondary
GVSU Dispositions- updated 2/26/18
Assessments by Instructor
(N = 91)**

Rubric Line Description	Rubric Line #	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Scholarly: Has a critical stance towards professional practice. As a life-long learner, is intellectually curious, and regularly seeks opportunities for ongoing professional learning. INTASC standard: 9n; 10t	2	67 (74.4%)	23 (25.6%)	0 (0.0%)	2.744	0.439
Reflective: Committed to deepening understandings of one's own teaching practice with the goal of continual improvement. Is introspective, self-regulatory, and demonstrates self-awareness. INTASC standard: 9l.	3	78 (85.7%)	13 (14.3%)	0 (0.0%)	2.857	0.352
Resourceful: Demonstrates initiative, perseverance and self-efficacy; is proactive, persistent, and an engaged problem solver. INTASC standard: 10r; 9l.	4	68 (75.6%)	21 (23.3%)	1 (1.1%)	2.744	0.464
Student Centered: Keeps the needs of the students at the center of one's practice; builds positive relationships with students and serves as an advocate when needed. Demonstrates care through expressions of kindness, compassion and empathy. INTASC standard: 10p; 8p; 10p; 2n.	5	77 (84.6%)	14 (15.4%)	0 (0.0%)	2.846	0.363
Rigorous: Sets high expectations for all students, rooted in the assumption that all students can learn. INTASC standard: 2l; 4r.	6	77 (84.6%)	14 (15.4%)	0 (0.0%)	2.846	0.363
Fair: Is equitable and unbiased towards others. Values all identities, perspectives, and backgrounds and is committed to incorporating diverse perspectives. INTASC standard: 9m; 2m.	7	76 (83.5%)	15 (16.5%)	0 (0.0%)	2.835	0.373
Responsive: Designs and differentiates instruction to address students' background experiences, thinking processes, and other needs. INTASC standard: 1h-k; 3r; 6u; 7n; 7q; 8s.	8	57 (62.6%)	34 (37.4%)	0 (0.0%)	2.626	0.486

2020-2021 Academic Year
 EDI 431 - Student Teaching, Secondary
 GVSU Dispositions- updated 2/26/18
 Assessments by Cooperating Teacher

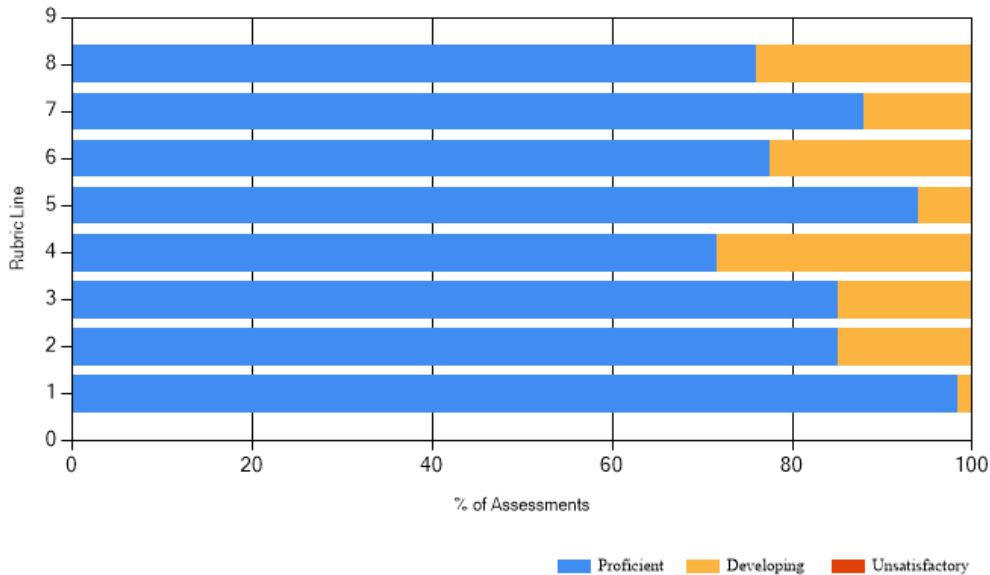


2020-2021 Academic Year EDI 431 - Student Teaching, Secondary GVSU Dispositions- updated 2/26/18 Assessments by Cooperating Teacher (N = 85)						
Rubric Line Description	Rubric Line #	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Ethical: Abides by the professional code of ethics, professional standards of practice, and relevant law and policy. Demonstrates personal honesty and integrity. INTASC standard: 9o; 6v	1	81 (95.3%)	4 (4.7%)	0 (0.0%)	2.953	0.213
Scholarly: Has a critical stance towards professional practice. As a life-long learner, is intellectually curious, and regularly seeks opportunities for ongoing professional learning. INTASC standard: 9n; 10t	2	59 (71.1%)	24 (28.9%)	0 (0.0%)	2.711	0.456
Reflective: Committed to deepening understandings of one's own teaching practice with the goal of continual improvement. Is introspective, self-regulatory, and demonstrates self-awareness. INTASC standard: 9i.	3	73 (85.9%)	11 (12.9%)	1 (1.2%)	2.847	0.394

**2020-2021 Academic Year
 EDI 431 - Student Teaching, Secondary
 GVSU Dispositions- updated 2/26/18
 Assessments by Cooperating Teacher
 (N = 85)**

Rubric Line Description	Rubric Line #	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Resourceful: Demonstrates initiative, perseverance and self-efficacy; is proactive, persistent, and an engaged problem solver. INTASC standard: 10r; 9l.	4	63 (74.1%)	19 (22.4%)	3 (3.5%)	2.706	0.531
Student Centered: Keeps the needs of the students at the center of one's practice; builds positive relationships with students and serves as an advocate when needed. Demonstrates care through expressions of kindness, compassion and empathy. INTASC standard: 10p; 8p; 10p; 2n.	5	73 (85.9%)	12 (14.1%)	0 (0.0%)	2.859	0.350
Rigorous: Sets high expectations for all students, rooted in the assumption that all students can learn. INTASC standard: 2l; 4r.	6	67 (78.8%)	18 (21.2%)	0 (0.0%)	2.788	0.411
Fair: Is equitable and unbiased towards others. Values all identities, perspectives, and backgrounds and is committed to incorporating diverse perspectives. INTASC standard: 9m; 2m.	7	77 (90.6%)	8 (9.4%)	0 (0.0%)	2.906	0.294
Responsive: Designs and differentiates instruction to address students' background experiences, thinking processes, and other needs. INTASC standard: 1h-k; 3r; 6u; 7n; 7q; 8s.	8	57 (68.7%)	26 (31.3%)	0 (0.0%)	2.687	0.467

2020-2021 Academic Year
 EDI 431 - Student Teaching, Secondary
 GVSU Dispositions- updated 2/26/18
 Assessments by Candidate



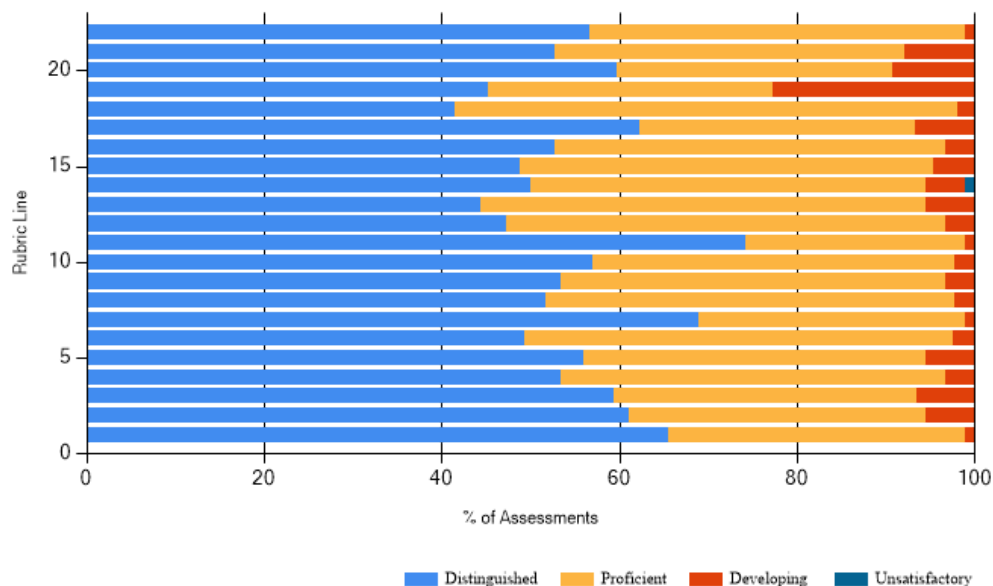
2020-2021 Academic Year EDI 431 - Student Teaching, Secondary GVSU Dispositions- updated 2/26/18 Assessments by Candidate (N = 67)						
Rubric Line Description	Rubric Line #	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Ethical: Abides by the professional code of ethics, professional standards of practice, and relevant law and policy. Demonstrates personal honesty and integrity. INTASC standard: 9o; 6v	1	66 (98.5%)	1 (1.5%)	0 (0.0%)	2.985	0.122
Scholarly: Has a critical stance towards professional practice. As a life-long learner, is intellectually curious, and regularly seeks opportunities for ongoing professional learning. INTASC standard: 9n; 10t	2	57 (85.1%)	10 (14.9%)	0 (0.0%)	2.851	0.359
Reflective: Committed to deepening understandings of one's own teaching practice with the goal of continual improvement. Is introspective, self-regulatory, and demonstrates self-awareness. INTASC standard: 9i.	3	57 (85.1%)	10 (14.9%)	0 (0.0%)	2.851	0.359

**2020-2021 Academic Year
 EDI 431 - Student Teaching, Secondary
 GVSU Dispositions- updated 2/26/18
 Assessments by Candidate
 (N = 67)**

Rubric Line Description	Rubric Line #	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Resourceful: Demonstrates initiative, perseverance and self-efficacy; is proactive, persistent, and an engaged problem solver. INTASC standard: 10r; 9l.	4	48 (71.6%)	19 (28.4%)	0 (0.0%)	2.716	0.454
Student Centered: Keeps the needs of the students at the center of one's practice; builds positive relationships with students and serves as an advocate when needed. Demonstrates care through expressions of kindness, compassion and empathy. INTASC standard: 10p; 8p; 10p; 2n.	5	63 (94.0%)	4 (6.0%)	0 (0.0%)	2.940	0.239
Rigorous: Sets high expectations for all students, rooted in the assumption that all students can learn. INTASC standard: 2l; 4r.	6	52 (77.6%)	15 (22.4%)	0 (0.0%)	2.776	0.420
Fair: Is equitable and unbiased towards others. Values all identities, perspectives, and backgrounds and is committed to incorporating diverse perspectives. INTASC standard: 9m; 2m.	7	59 (88.1%)	8 (11.9%)	0 (0.0%)	2.881	0.327
Responsive: Designs and differentiates instruction to address students' background experiences, thinking processes, and other needs. INTASC standard: 1h-k; 3r; 6u; 7n; 7q; 8s.	8	51 (76.1%)	16 (23.9%)	0 (0.0%)	2.761	0.430

Clinical Internship Performance Evaluation- updated 10/5/20 Rubric

2020-2021 Academic Year
 EDI 431 - Student Teaching, Secondary
 Clinical Internship Performance Evaluation- updated 10/5/20
 Assessments by Instructor



2020-2021 Academic Year EDI 431 - Student Teaching, Secondary Clinical Internship Performance Evaluation- updated 10/5/20 Assessments by Instructor (N = 91)							
Rubric Line Description	Rubric Line #	Distinguished (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Planning and Preparation: Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4)	1	59 (65.6%)	30 (33.3%)	1 (1.1%)	0 (0.0%)	3.644	0.504
Planning and Preparation: Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7)	2	55 (61.1%)	30 (33.3%)	5 (5.6%)	0 (0.0%)	3.556	0.602
Planning and Preparation: Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)	3	54 (59.3%)	31 (34.1%)	6 (6.6%)	0 (0.0%)	3.527	0.621

**2020-2021 Academic Year
 EDI 431 - Student Teaching, Secondary
 Clinical Internship Performance Evaluation- updated 10/5/20
 Assessments by Instructor
 (N = 91)**

Rubric Line Description	Rubric Line #	Distinguished (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Planning and Preparation: Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)	4	48 (53.3%)	39 (43.3%)	3 (3.3%)	0 (0.0%)	3.500	0.566
Planning and Preparation: Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7)	5	51 (56.0%)	35 (38.5%)	5 (5.5%)	0 (0.0%)	3.505	0.603
Planning and Preparation: Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6)	6	40 (49.4%)	39 (48.1%)	2 (2.5%)	0 (0.0%)	3.469	0.550
The Classroom Environment: Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)	7	62 (68.9%)	27 (30.0%)	1 (1.1%)	0 (0.0%)	3.678	0.493
The Classroom Environment: Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5)	8	47 (51.6%)	42 (46.2%)	2 (2.2%)	0 (0.0%)	3.495	0.545
The Classroom Environment: Danielson 2c Managing classroom procedures (CAEP 1.4; InTASC 3)	9	48 (53.3%)	39 (43.3%)	3 (3.3%)	0 (0.0%)	3.500	0.566
The Classroom Environment: Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)	10	49 (57.0%)	35 (40.7%)	2 (2.3%)	0 (0.0%)	3.547	0.546

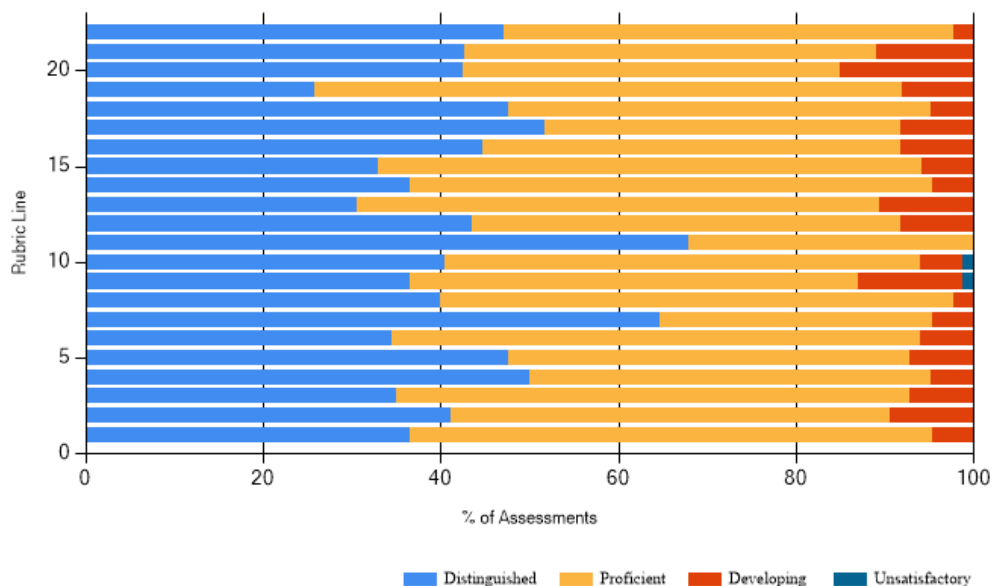
2020-2021 Academic Year
EDI 431 - Student Teaching, Secondary
Clinical Internship Performance Evaluation- updated 10/5/20
Assessments by Instructor
(N = 91)

Rubric Line Description	Rubric Line #	Distinguished (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
The Classroom Environment: Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3)	11	66 (74.2%)	22 (24.7%)	1 (1.1%)	0 (0.0%)	3.730	0.471
Instruction: Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	12	43 (47.3%)	45 (49.5%)	3 (3.3%)	0 (0.0%)	3.440	0.562
Instruction: Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8)	13	40 (44.4%)	45 (50.0%)	5 (5.6%)	0 (0.0%)	3.389	0.594
Instruction: Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	14	45 (50.0%)	40 (44.4%)	4 (4.4%)	1 (1.1%)	3.433	0.637
Instruction: Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6)	15	42 (48.8%)	40 (46.5%)	4 (4.7%)	0 (0.0%)	3.442	0.586
Instruction: Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8)	16	48 (52.7%)	40 (44.0%)	3 (3.3%)	0 (0.0%)	3.495	0.565
Professional Responsibilities: Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)	17	56 (62.2%)	28 (31.1%)	6 (6.7%)	0 (0.0%)	3.556	0.620
Professional Responsibilities: Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9)	18	22 (41.5%)	30 (56.6%)	1 (1.9%)	0 (0.0%)	3.396	0.531

**2020-2021 Academic Year
 EDI 431 - Student Teaching, Secondary
 Clinical Internship Performance Evaluation- updated 10/5/20
 Assessments by Instructor
 (N = 91)**

Rubric Line Description	Rubric Line #	Distinguished (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Professional Responsibilities: Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)	19	24 (45.3%)	17 (32.1%)	12 (22.6%)	0 (0.0%)	3.226	0.800
Professional Responsibilities: Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)	20	52 (59.8%)	27 (31.0%)	8 (9.2%)	0 (0.0%)	3.506	0.663
Professional Responsibilities: Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)	21	47 (52.8%)	35 (39.3%)	7 (7.9%)	0 (0.0%)	3.449	0.640
Professional Responsibilities: Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10)	22	51 (56.7%)	38 (42.2%)	1 (1.1%)	0 (0.0%)	3.556	0.522

2020-2021 Academic Year
 EDI 431 - Student Teaching, Secondary
 Clinical Internship Performance Evaluation- updated 10/5/20
 Assessments by Cooperating Teacher



2020-2021 Academic Year EDI 431 - Student Teaching, Secondary Clinical Internship Performance Evaluation- updated 10/5/20 Assessments by Cooperating Teacher (N = 85)							
Rubric Line Description	Rubric Line #	Distinguished (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Planning and Preparation: Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4)	1	31 (36.5%)	50 (58.8%)	4 (4.7%)	0 (0.0%)	3.318	0.561
Planning and Preparation: Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7)	2	35 (41.2%)	42 (49.4%)	8 (9.4%)	0 (0.0%)	3.318	0.640
Planning and Preparation: Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)	3	29 (34.9%)	48 (57.8%)	6 (7.2%)	0 (0.0%)	3.277	0.591

2020-2021 Academic Year
EDI 431 - Student Teaching, Secondary
Clinical Internship Performance Evaluation- updated 10/5/20
Assessments by Cooperating Teacher
(N = 85)

Rubric Line Description	Rubric Line #	Distinguished (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Planning and Preparation: Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)	4	42 (50.0%)	38 (45.2%)	4 (4.8%)	0 (0.0%)	3.452	0.589
Planning and Preparation: Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7)	5	40 (47.6%)	38 (45.2%)	6 (7.1%)	0 (0.0%)	3.405	0.623
Planning and Preparation: Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6)	6	29 (34.5%)	50 (59.5%)	5 (6.0%)	0 (0.0%)	3.286	0.572
The Classroom Environment: Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)	7	55 (64.7%)	26 (30.6%)	4 (4.7%)	0 (0.0%)	3.600	0.581
The Classroom Environment: Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5)	8	34 (40.0%)	49 (57.6%)	2 (2.4%)	0 (0.0%)	3.376	0.534
The Classroom Environment: Danielson 2c Managing classroom procedures (CAEP 1.4; InTASC 3)	9	31 (36.5%)	43 (50.6%)	10 (11.8%)	1 (1.2%)	3.224	0.697
The Classroom Environment: Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)	10	34 (40.5%)	45 (53.6%)	4 (4.8%)	1 (1.2%)	3.333	0.627

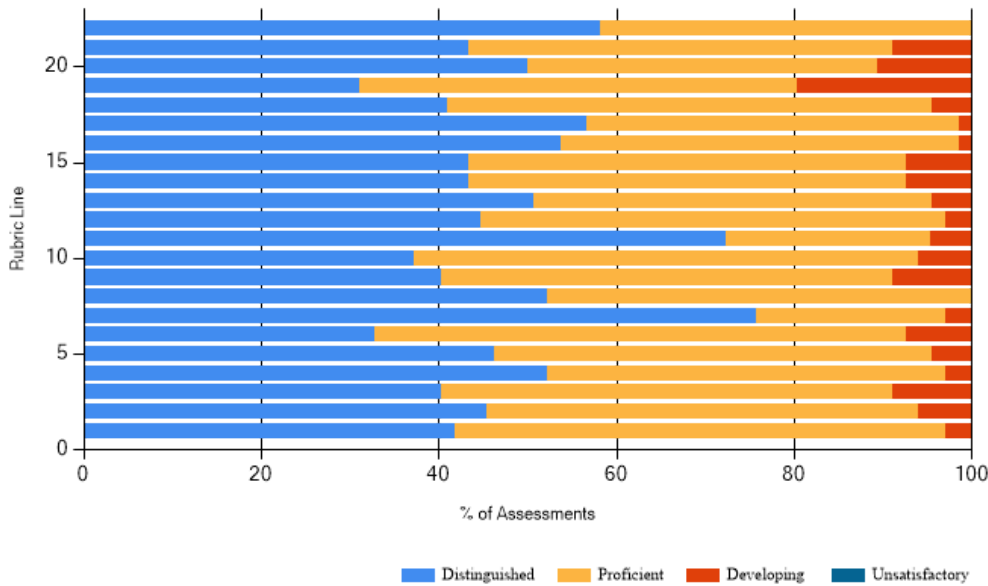
2020-2021 Academic Year
EDI 431 - Student Teaching, Secondary
Clinical Internship Performance Evaluation- updated 10/5/20
Assessments by Cooperating Teacher
(N = 85)

Rubric Line Description	Rubric Line #	Distinguished (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
The Classroom Environment: Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3)	11	55 (67.9%)	26 (32.1%)	0 (0.0%)	0 (0.0%)	3.679	0.470
Instruction: Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	12	37 (43.5%)	41 (48.2%)	7 (8.2%)	0 (0.0%)	3.353	0.631
Instruction: Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8)	13	26 (30.6%)	50 (58.8%)	9 (10.6%)	0 (0.0%)	3.200	0.613
Instruction: Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	14	31 (36.5%)	50 (58.8%)	4 (4.7%)	0 (0.0%)	3.318	0.561
Instruction: Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6)	15	28 (32.9%)	52 (61.2%)	5 (5.9%)	0 (0.0%)	3.271	0.565
Instruction: Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8)	16	38 (44.7%)	40 (47.1%)	7 (8.2%)	0 (0.0%)	3.365	0.633
Professional Responsibilities: Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)	17	44 (51.8%)	34 (40.0%)	7 (8.2%)	0 (0.0%)	3.435	0.645
Professional Responsibilities: Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9)	18	40 (47.6%)	40 (47.6%)	4 (4.8%)	0 (0.0%)	3.429	0.587

**2020-2021 Academic Year
 EDI 431 - Student Teaching, Secondary
 Clinical Internship Performance Evaluation- updated 10/5/20
 Assessments by Cooperating Teacher
 (N = 85)**

Rubric Line Description	Rubric Line #	Distinguished (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Professional Responsibilities: Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)	19	16 (25.8%)	41 (66.1%)	5 (8.1%)	0 (0.0%)	3.177	0.559
Professional Responsibilities: Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)	20	34 (42.5%)	34 (42.5%)	12 (15.0%)	0 (0.0%)	3.275	0.711
Professional Responsibilities: Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)	21	35 (42.7%)	38 (46.3%)	9 (11.0%)	0 (0.0%)	3.317	0.664
Professional Responsibilities: Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10)	22	40 (47.1%)	43 (50.6%)	2 (2.4%)	0 (0.0%)	3.447	0.546

2020-2021 Academic Year
 EDI 431 - Student Teaching, Secondary
 Clinical Internship Performance Evaluation- updated 10/5/20
 Assessments by Candidate



2020-2021 Academic Year EDI 431 - Student Teaching, Secondary Clinical Internship Performance Evaluation- updated 10/5/20 Assessments by Candidate (N = 67)							
Rubric Line Description	Rubric Line #	Distinguished (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Planning and Preparation: Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4)	1	28 (41.8%)	37 (55.2%)	2 (3.0%)	0 (0.0%)	3.388	0.549
Planning and Preparation: Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7)	2	30 (45.5%)	32 (48.5%)	4 (6.1%)	0 (0.0%)	3.394	0.605
Planning and Preparation: Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)	3	27 (40.3%)	34 (50.7%)	6 (9.0%)	0 (0.0%)	3.313	0.633

2020-2021 Academic Year
EDI 431 - Student Teaching, Secondary
Clinical Internship Performance Evaluation- updated 10/5/20
Assessments by Candidate
(N = 67)

Rubric Line Description	Rubric Line #	Distinguished (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Planning and Preparation: Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)	4	35 (52.2%)	30 (44.8%)	2 (3.0%)	0 (0.0%)	3.493	0.561
Planning and Preparation: Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7)	5	31 (46.3%)	33 (49.3%)	3 (4.5%)	0 (0.0%)	3.418	0.581
Planning and Preparation: Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6)	6	22 (32.8%)	40 (59.7%)	5 (7.5%)	0 (0.0%)	3.254	0.586
The Classroom Environment: Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)	7	50 (75.8%)	14 (21.2%)	2 (3.0%)	0 (0.0%)	3.727	0.513
The Classroom Environment: Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5)	8	35 (52.2%)	32 (47.8%)	0 (0.0%)	0 (0.0%)	3.522	0.503
The Classroom Environment: Danielson 2c Managing classroom procedures (CAEP 1.4; InTASC 3)	9	27 (40.3%)	34 (50.7%)	6 (9.0%)	0 (0.0%)	3.313	0.633
The Classroom Environment: Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)	10	25 (37.3%)	38 (56.7%)	4 (6.0%)	0 (0.0%)	3.313	0.583

2020-2021 Academic Year
EDI 431 - Student Teaching, Secondary
Clinical Internship Performance Evaluation- updated 10/5/20
Assessments by Candidate
(N = 67)

Rubric Line Description	Rubric Line #	Distinguished (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
The Classroom Environment: Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3)	11	47 (72.3%)	15 (23.1%)	3 (4.6%)	0 (0.0%)	3.677	0.562
Instruction: Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	12	30 (44.8%)	35 (52.2%)	2 (3.0%)	0 (0.0%)	3.418	0.555
Instruction: Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8)	13	34 (50.7%)	30 (44.8%)	3 (4.5%)	0 (0.0%)	3.463	0.586
Instruction: Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	14	29 (43.3%)	33 (49.3%)	5 (7.5%)	0 (0.0%)	3.358	0.620
Instruction: Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6)	15	29 (43.3%)	33 (49.3%)	5 (7.5%)	0 (0.0%)	3.358	0.620
Instruction: Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8)	16	36 (53.7%)	30 (44.8%)	1 (1.5%)	0 (0.0%)	3.522	0.533
Professional Responsibilities: Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)	17	38 (56.7%)	28 (41.8%)	1 (1.5%)	0 (0.0%)	3.552	0.530
Professional Responsibilities: Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9)	18	27 (40.9%)	36 (54.5%)	3 (4.5%)	0 (0.0%)	3.364	0.572

2020-2021 Academic Year
EDI 431 - Student Teaching, Secondary
Clinical Internship Performance Evaluation- updated 10/5/20
Assessments by Candidate
(N = 67)

Rubric Line Description	Rubric Line #	Distinguished (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	Mean	Sample Std. Dev.
Professional Responsibilities: Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)	19	19 (31.1%)	30 (49.2%)	12 (19.7%)	0 (0.0%)	3.115	0.709
Professional Responsibilities: Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)	20	33 (50.0%)	26 (39.4%)	7 (10.6%)	0 (0.0%)	3.394	0.677
Professional Responsibilities: Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)	21	29 (43.3%)	32 (47.8%)	6 (9.0%)	0 (0.0%)	3.343	0.641
Professional Responsibilities: Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10)	22	39 (58.2%)	28 (41.8%)	0 (0.0%)	0 (0.0%)	3.582	0.497

EDI 685. GTC. Sem. 2. Elementary Internship Practicum Performance Evaluation

2021-04-23 - 2021-06-02

Projects Included

Project	Evaluations	# Pass	% Pass
GVSU College of Education Elementary Candidate Field Experience - Winter 2021	1	1	100
GVSU College of Education Elementary Candidate Intern Practicum Evaluation - Winter 2021 2nd Attempt	4	4	100
GVSU College of Education Elementary Mentor Teacher Feedback - Winter 2021	1	1	100
GVSU College of Education Elementary Mentor Teacher Internship Perf Eval Winter 2021 2nd Attempt	2	2	100

Summary Statistics

Scored Evaluations	8	# Pass	8	Mean Score	26.21
Rows	30	% Pass	100	Median Score	26
Possible Item Scores	240	Highest Score	30	Std Dev	3.28
Actual Item Scores	239	Lowest Score	19.33	KR(20) / Cronbach Alpha	0.95

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
1	InTASC 1.A. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.	0.92	0.14	0.81	0.94

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
2	InTASC 1.B. The teacher 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.	0.96	0.11	0.26	0.95
3	InTASC 1.C. The teacher 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. Click for more options InTASC 1.C. The teacher 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.	0.83	0.17	-0.01	0.95
4	InTASC 2.A. The teacher 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.	0.75	0.14	0.64	0.94
5	InTASC 2.B. The teacher 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.	0.83	0.17	0.67	0.94
6	InTASC 2.C. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understanding.	0.96	0.11	0.26	0.95
7	InTASC 3.A. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	0.92	0.14	0.41	0.95
8	InTASC 3.C. The teacher 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.	1	0	0	0.95

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
9	InTASC 3.D. The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	0.96	0.11	0.78	0.94
10	InTASC 4.A. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.	0.92	0.14	0.81	0.94
11	InTASC 4.B. The teacher 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.	0.83	0.17	0.67	0.94
12	InTASC 4.D. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	0.96	0.11	0.78	0.94
13	InTASC 5.B. The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	0.71	0.31	0.94	0.94
14	InTASC 5.D. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.	0.71	0.31	0.94	0.94
15	InTASC 5.F. The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.	0.81	0.16	0.64	0.81
16	InTASC 6.A. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.	0.96	0.11	0.78	0.94

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
17	InTASC 6.E. The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	0.92	0.14	0.81	0.94
18	InTASC 6.G. The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	0.88	0.16	0.68	0.94
19	InTASC 7.A. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	0.96	0.11	0.78	0.94
20	InTASC 7.B. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	0.88	0.16	0.68	0.94
21	InTASC 7.D. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	0.92	0.14	0.81	0.94
22	InTASC 8.B. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	0.96	0.11	0.78	0.94
23	InTASC 8.F. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.	0.79	0.16	0.71	0.94
24	InTASC 8.H. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	0.83	0.17	0.73	0.94
25	InTASC 9.A. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.	0.83	0.17	0.73	0.94

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
26	InTASC 9.B. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	0.96	0.11	0.78	0.94
27	InTASC 9.C. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	0.75	0.32	0.14	0.95
28	InTASC 10.A. The teacher 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.	0.83	0.33	0.19	0.95
29	InTASC 10.D. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.	0.83	0.17	0.51	0.95
30	InTASC 10.F. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	0.96	0.11	0.78	0.94

EDI 685. GTC. Sem. 2. Elementary Dispositions Assessment

2021-04-23 - 2021-06-02

Projects Included

Project	Evaluations	# Pass	% Pass
GVSU College of Education Elementary Candidate Dispositions Assessment - Winter 2021 2nd Attempt	4	4	100
GVSU College of Education Elementary Candidate Field Experience - Winter 2021	1	1	100
GVSU College of Education Elementary Mentor Teacher Dispositions - Winter 2021 2nd Attempt	1	1	100
GVSU College of Education Elementary Mentor Teacher Feedback - Winter 2021	2	2	100

Summary Statistics

Scored Evaluations	8	# Pass	8	Mean Score	7.67
Rows	8	% Pass	100	Median Score	7.67
Possible Item Scores	64	Highest Score	8	Std Dev	0.29
Actual Item Scores	64	Lowest Score	7.33	KR(20) / Cronbach Alpha	0

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
1	InTASC 6. InTASC 9. Ethical: Abides by the professional code of ethics, professional standards of practice, and relevant law and policy. Demonstrates personal honesty and integrity.	1	0	0	0
2	InTASC 9. InTASC 10. Scholarly: Has a critical stance towards professional practice. As a life-long learner, is intellectually curious, and regularly seeks opportunities for ongoing professional learning.	0.92	0.14	-0.17	0.21

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
3	InTASC 9. Reflective: Committed to deepening understandings of one's own teaching practice with the goal of continual improvement. Is introspective, self-regulatory, and demonstrates self-awareness.	0.96	0.11	0.06	-0.06
4	InTASC 10. Resourceful: Demonstrates initiative, perseverance and self-efficacy; is proactive, persistent, and an engaged problem solver.	1	0	0	0
5	InTASC 2. InTASC 8. InTASC 10. Student Centered: Keeps the needs of the students at the center of one's practice; builds positive relationships with students and serves as an advocate when needed. Demonstrates care through expressions of kindness, compassion and empathy.	1	0	0	0
6	InTASC 2. InTASC 4. Rigorous: Sets high expectations for all students, rooted in the assumption that all students can learn.	0.96	0.11	0.06	-0.06
7	InTASC 2. InTASC 9. Fair: Is equitable and unbiased towards others. Values all identities, perspectives, and backgrounds and is committed to incorporating diverse perspectives.	0.96	0.11	0.06	-0.06
8	InTASC 1. InTASC 3. InTASC 6. InTASC 7. InTASC 8. Responsive: Designs and differentiates instruction to address students' background experiences, thinking processes, and other needs.	0.87	0.16	0.05	-0.08

EDI 685. GTC. Sem. 2. Secondary Internship Practicum Performance Evaluation

2021-04-22 - 2021-05-28

Projects Included

Project	Evaluations	# Pass	% Pass
GVSU College of Education Secondary Candidate Field Experience - Winter 2021	1	1	100
GVSU College of Education Secondary Candidate Internship Evaluation - Winter 2021 2nd Attempt	13	13	100
GVSU College of Education Secondary Mentor Teacher Feedback - Winter 2021	3	3	100
GVSU College of Education Secondary Mentor Teacher Feedback Internship Perf Eval - Winter 2021 2nd	6	6	100

Summary Statistics

Scored Evaluations	23	# Pass	23	Mean Score	27.75
Rows	30	% Pass	100	Median Score	29.67
Possible Item Scores	690	Highest Score	30	Std Dev	3.1
Actual Item Scores	688	Lowest Score	19	KR(20) / Cronbach Alpha	0.96

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
1	InTASC 1.A. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.	0.93	0.14	0.84	0.96

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
2	InTASC 1.B. The teacher 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.	0.96	0.11	0.74	0.96
3	InTASC 1.C. The teacher 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. Click for more options InTASC 1.C. The teacher 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.	0.94	0.13	0.72	0.96
4	InTASC 2.A. The teacher 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.	0.92	0.14	0.87	0.96
5	InTASC 2.B. The teacher 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.	0.91	0.15	0.86	0.96
6	InTASC 2.C. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understanding.	0.96	0.11	0.67	0.96
7	InTASC 3.A. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	0.93	0.14	0.65	0.96
8	InTASC 3.C. The teacher 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.	0.91	0.22	0.71	0.96

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
9	InTASC 3.D. The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	0.94	0.13	0.8	0.96
10	InTASC 4.A. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.	0.97	0.09	0.71	0.96
11	InTASC 4.B. The teacher 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.	0.91	0.15	0.79	0.96
12	InTASC 4.D. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	0.93	0.14	0.65	0.96
13	InTASC 5.B. The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	0.94	0.13	0.55	0.96
14	InTASC 5.D. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.	0.94	0.13	0.72	0.96
15	InTASC 5.F. The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.	0.9	0.15	0.74	0.96
16	InTASC 6.A. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.	0.93	0.17	0.81	0.96

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
17	InTASC 6.E. The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	0.96	0.11	0.82	0.96
18	InTASC 6.G. The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	0.93	0.14	0.84	0.96
19	InTASC 7.A. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	0.97	0.09	0.71	0.96
20	InTASC 7.B. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	0.91	0.15	0.78	0.96
21	InTASC 7.D. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	0.91	0.15	0.73	0.96
22	InTASC 8.B. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	0.94	0.13	0.77	0.96
23	InTASC 8.F. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.	0.91	0.15	0.81	0.96
24	InTASC 8.H. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	0.94	0.13	0.8	0.96
25	InTASC 9.A. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.	0.93	0.14	0.67	0.96

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
26	InTASC 9.B. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	0.95	0.11	0.57	0.96
27	InTASC 9.C. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	0.91	0.15	0.57	0.96
28	InTASC 10.A. The teacher 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.	0.88	0.23	0.47	0.96
29	InTASC 10.D. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.	0.84	0.24	0.43	0.96
30	InTASC 10.F. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	0.91	0.22	0.4	0.96

EDI 685. GTC. Sem. 2. Secondary Dispositions Assessment

2021-04-22 - 2021-05-28

Projects Included

Project	Evaluations	# Pass	% Pass
GVSU College of Education Secondary Candidate Dispositions Assessment - Winter 2021 2nd Attempt	12	12	100
GVSU College of Education Secondary Candidate Field Experience - Winter 2021	2	2	100
GVSU College of Education Secondary Mentor Teacher Feedback - Winter 2021	3	3	100
GVSU College of Education Secondary Mentor Teacher Feedback Dispositions Assessment- Winter 2021 2nd	7	7	100

Summary Statistics

Scored Evaluations	24	# Pass	24	Mean Score	7.6
Rows	8	% Pass	100	Median Score	8
Possible Item Scores	192	Highest Score	8	Std Dev	0.57
Actual Item Scores	192	Lowest Score	6	KR(20) / Cronbach Alpha	0.74

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
1	InTASC 6. InTASC 9. Ethical: Abides by the professional code of ethics, professional standards of practice, and relevant law and policy. Demonstrates personal honesty and integrity.	0.99	0.07	0.5	0.71

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
2	InTASC 9. InTASC 10. Scholarly: Has a critical stance towards professional practice. As a life-long learner, is intellectually curious, and regularly seeks opportunities for ongoing professional learning.	0.97	0.09	0.07	0.77
3	InTASC 9. Reflective: Committed to deepening understandings of one's own teaching practice with the goal of continual improvement. Is introspective, self-regulatory, and demonstrates self-awareness.	0.97	0.09	0.56	0.7
4	InTASC 10. Resourceful: Demonstrates initiative, perseverance and self-efficacy; is proactive, persistent, and an engaged problem solver.	0.9	0.18	0.7	0.65
5	InTASC 2. InTASC 8. InTASC 10. Student Centered: Keeps the needs of the students at the center of one's practice; builds positive relationships with students and serves as an advocate when needed. Demonstrates care through expressions of kindness, compassion and empathy.	0.94	0.12	0.51	0.7
6	InTASC 2. InTASC 4. Rigorous: Sets high expectations for all students, rooted in the assumption that all students can learn.	0.96	0.11	0.22	0.75
7	InTASC 2. InTASC 9. Fair: Is equitable and unbiased towards others. Values all identities, perspectives, and backgrounds and is committed to incorporating diverse perspectives.	0.97	0.09	0.26	0.74
8	InTASC 1. InTASC 3. InTASC 6. InTASC 7. InTASC 8. Responsive: Designs and differentiates instruction to address students' background experiences, thinking processes, and other needs.	0.89	0.16	0.73	0.64