GRAND VALLEY STATE UNIVERSITY
COLLEGE OF EDUCATION AND COMMUNITY INNOVATION

2023-2024 Initial Teacher Candidate Internship Assessments Data

Contents

CI Clinical Internship Performance Evaluation on Student EDI 430

2023-12-13 - 2024-04-30

Summary Statistics

Scored Evaluations	176	# Pass	108	Mean Score	18.05
Rows	22	% Pass	61.36	Median Score	18.33
Possible Item Scores	3872	Highest Score	22	Std Dev	3.21
Actual Item Scores	3841	Lowest Score	4.33	KR(20) / Cronbach Alpha	0.97

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4)	0.85	0.18	0.72	0.97
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7)	0.85	0.18	0.74	0.96
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)	0.84	0.18	0.69	0.96
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)	0.81	0.19	0.78	0.97
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7)	0.84	0.18	0.78	0.97

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6)	0.74	0.16	0.62	0.96
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)	0.9	0.17	0.76	0.97
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5)	0.9	0.17	0.75	0.96
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3)	0.85	0.2	0.77	0.97
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)	0.8	0.2	0.68	0.97
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3)	0.87	0.18	0.66	0.97
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	0.87	0.19	0.75	0.97
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8)	0.78	0.2	0.74	0.97

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
14	Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	0.84	0.19	0.75	0.97
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6)	0.73	0.16	0.63	0.96
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8)	0.85	0.19	0.76	0.97
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.86	0.19	0.68	0.96
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.78	0.19	0.69	0.96
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)	0.76	0.17	0.6	0.96
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)	0.81	0.19	0.72	0.96
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.83	0.19	0.74	0.97

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10)	0.84	0.19	0.8	0.96

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4)	0.85	■ 99 (56.6%) Distinguished ■ 71 (40.6%) Proficient ■ 5 (2.9%) Developing	
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7)	0.85	■ 101 (58%) Distinguished ■ 70 (40.2%) Proficient ■ 3 (1.7%) Developing	
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)	0.84	■ 92 (53.2%) Distinguished ■ 78 (45.1%) Proficient	

No	Row	Average	Levels Of Achievement	Distribution
			■ 3 (1.7%) Developing	
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)	0.81	■ 84 (48%) Distinguished ■ 84 (48%) Proficient ■ 7 (4%) Developing	
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7)	0.84	■ 98 (56.3%) Distinguished ■ 71 (40.8%) Proficient ■ 5 (2.9%) Developing	
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6)	0.74	■ 46 (26.3%) Distinguished ■ 123 (70.3%) Proficient ■ 6 (3.4%) Developing	
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)	0.9	■ 124 (70.9%) Distinguished ■ 47 (26.9%) Proficient ■ 4 (2.3%) Developing	
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5)	0.9	■ 126 (72.4%) Distinguished ■ 43 (24.7%)	

No	Row	Average	Levels Of Achievement	Distribution
			Proficient ■ 5 (2.9%) Developing	
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3)	0.85	■ 103 (58.9%) Distinguished ■ 63 (36%) Proficient ■ 9 (5.1%) Developing	
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)	0.8	■ 79 (44.9%) Distinguished ■ 87 (49.4%) Proficient ■ 10 (5.7%) Developing	
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3)	0.87	■ 112 (64%) Distinguished ■ 58 (33.1%) Proficient ■ 5 (2.9%) Developing	
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	0.87	■ 113 (64.2%) Distinguished ■ 56 (31.8%) Proficient ■ 7 (4%) Developing	

Details

Details				
No	Row	Average	Levels Of Achievement	Distribution
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8)	0.78	■ 73 (41.5%) Distinguished ■ 92 (52.3%) Proficient ■ 11 (6.3%) Developing	
14	Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	0.84	■ 96 (54.5%) Distinguished ■ 74 (42%) Proficient ■ 6 (3.4%) Developing	
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6)	0.73	■ 42 (24.1%) Distinguished ■ 125 (71.8%) Proficient ■ 7 (4%) Developing	
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8)	0.85	■ 104 (59.1%) Distinguished ■ 66 (37.5%) Proficient ■ 6 (3.4%) Developing	
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.86	■ 107 (61.5%) Distinguished ■ 59 (33.9%) Proficient	

No	Row	Average	Levels Of Achievement	Distribution
			■ 8 (4.6%) Developing	
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.78	■ 65 (37.8%) Distinguished ■ 99 (57.6%) Proficient ■ 8 (4.7%) Developing	
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)	0.76	■ 54 (31%) Distinguished ■ 114 (65.5%) Proficient ■ 6 (3.4%) Developing	
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)	0.81	■ 82 (47.1%) Distinguished ■ 86 (49.4%) Proficient ■ 6 (3.4%) Developing	
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.83	■ 92 (52.6%) Distinguished ■ 75 (42.9%) Proficient ■ 8 (4.6%) Developing	
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10)	0.84	■ 100 (57.8%) Distinguished ■ 65 (37.6%)	

			Details	
No	Row	Average	Levels Of Achievement	Distribution
			Proficient ■ 8 (4.6%) Developing	

CI Clinical Internship Performance Evaluation of Student EDI 431

2023-12-13 - 2024-04-26

Summary Statistics					
Scored Evaluations	94	# Pass	76	Mean Score	19.23
Rows	22	% Pass	80.85	Median Score	19.25
Possible Item Scores	2068	Highest Score	22	Std Dev	1.87
Actual Item Scores	2068	Lowest Score	14	KR(20) / Cronbach Alpha	0.94

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4); MDE: P1j; MD; ELA.1, ELA.3, ELA.6-9, ELA.11-12; MG.S2; HS.S2; CTP 2	0.87	0.13	0.75	0.94
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7); MDE: P1 a, b, g, k, n; P3 b, c, d; MB; ELA.2; MG.S1; HS.S1; CTP 12	0.88	0.13	0.5	0.94
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1); MDE: P1h, o; MA, MB, MD; ELA.1, ELA.3; MG.S2, MG.S6, HS.S2, HS.S6	0.84	0.14	0.74	0.94
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10); MDE: P2a, b, d P3d, e, f; MD; ELA.5, ELA.10, ELA.13; MG.S2, HS.S2	0.89	0.12	0.73	0.94

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	Row Analysis				
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7); MDE: P1e, g, h, k, o; MA-C; ELA.3, ELA.10; MG.S1-2, MG.S6, HS.S1-2, HS.S6	0.86	0.13	0.72	0.94
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6); MDE: P1o, P2a; MA; ELA.3; MG.S3, HS.S3; CTP 15	0.8	0.12	0.58	0.94
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3); MDE: P1b, c, e, g, k, P2b; MA-C; ELA.1, ELA.2; MG.S1, MG.S5, HS.S1, HS.S5; CTP 10	0.96	0.09	0.46	0.94
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5); MDE: P1c, d, e, f, h, i, k; L1, L2, MA-C; ELA.1, ELA.4; MG.S1-2, HS.S1-2	0.89	0.12	0.75	0.94
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3); MDE: P1c, e; MA; ELA.1; MG.S1, HS.S1 CTP 9	0.92	0.12	0.53	0.94
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3); MDE: P1, e, f, h, n; ELA.1; MG.S1, HS.S1	0.84	0.15	0.59	0.94

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	Row Analysis				
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3); MDE: P1e, f, g, h, k, n, q; MA, MC; ELA.1; MG.S4, HS.S4	0.93	0.11	0.55	0.94
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5); MDE: P1c, e, h, j, k; MA, MB; ELA.2, ELA.3, ELA.10; MG.S2-3, HS.S2-3; CTP 2	0.88	0.12	0.69	0.94
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8); MDE: P1g, h; MA-C; ELA.2, ELA.11; MG.S2, MG.S6, HS.S2, HS.S6; CTP 1	0.82	0.13	0.72	0.94
14	Danielson 3c: Engaging students in learning CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8); MDE: P1c, e, l; MA, MB; ELA.1, ELA.3, ELA.4; MG.S1-2, MG.S6, HS.S1-2, HS.S6; CTP 15	0.88	0.13	0.71	0.94
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6); MDE: P1h, i, p, P3f; ELA.3; MG.S3, HS.S3; CTP 3	0.8	0.12	0.58	0.94
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8); MDE: P1c, d, g, h, i, k, P2a, P3c, d, e, f; MB, MC; ELA.2, ELA.4; MG.S3, MG.S6, HS.S3, HS.S6	0.88	0.13	0.84	0.94

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9); MDE: P2a, b; MA; ELA.13; MG.S5, HS.S5	0.93	0.12	0.44	0.94
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9); MDE: P1i, P2b; ELA.13	0.87	0.13	0.79	0.94
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10); MDE: P3a, e, f; MA; ELA.2; CTP 12	0.79	0.13	0.39	0.94
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10); MDE: P1i, P2c, P3b, c; MA; ELA.10, ELA.13; MG.S5, HS.S5	0.89	0.13	0.66	0.94
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9); MDE: P2c; ELA.13; MG.S5, HS.S5	0.93	0.12	0.56	0.94
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10); MDE: P1g, h, i, l, m, P2a, b; MC; ELA.13; MG.S5, HS.S5	0.91	0.13	0.66	0.94

No	Row	Average	Levels Of Achievement	Distribution
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4); MDE: P1j; MD; ELA.1, ELA.3, ELA.6-9, ELA.11-12; MG.S2; HS.S2; CTP 2	0.87	■ 46 (48.9%) Distinguished ■ 46 (48.9%) Proficient ■ 2 (2.1%) Developing ■ 0 (0%) Unsatisfactory	
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7); MDE: P1 a, b, g, k, n; P3 b, c, d; MB; ELA.2; MG.S1; HS.S1; CTP 12	0.88	■ 49 (52.1%) Distinguished ■ 44 (46.8%) Proficient ■ 1 (1.1%) Developing ■ 0 (0%) Unsatisfactory	
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1); MDE: P1h, o; MA, MB, MD; ELA.1, ELA.3; MG.S2, MG.S6, HS.S2, HS.S6	0.84	■ 36 (38.3%) Distinguished ■ 55 (58.5%) Proficient ■ 3 (3.2%) Developing ■ 0 (0%) Unsatisfactory	
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10); MDE: P2a, b, d P3d, e, f; MD; ELA.5, ELA.10, ELA.13; MG.S2, HS.S2	0.89	■ 53 (56.4%) Distinguished ■ 41 (43.6%) Proficient ■ 0 (0%) Developing	

Details

No	Row	Average	Levels Of Achievement	Distribution
			■ 0 (0%) Unsatisfactory	
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7); MDE: P1e, g, h, k, o; MA-C; ELA.3, ELA.10; MG.S1-2, MG.S6, HS.S1-2, HS.S6	0.86	■ 42 (44.7%) Distinguished ■ 50 (53.2%) Proficient ■ 2 (2.1%) Developing ■ 0 (0%) Unsatisfactory	
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6); MDE: P1o, P2a; MA; ELA.3; MG.S3, HS.S3; CTP 15	0.8	■ 21 (22.3%) Distinguished ■ 69 (73.4%) Proficient ■ 4 (4.3%) Developing ■ 0 (0%) Unsatisfactory	
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3); MDE: P1b, c, e, g, k, P2b; MA-C; ELA.1, ELA.2; MG.S1, MG.S5, HS.S1, HS.S5; CTP 10	0.96	■ 80 (85.1%) Distinguished ■ 14 (14.9%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5); MDE:	0.89	■ 51 (54.3%) Distinguished ■ 43 (45.7%) Proficient	

Details

No	Row	Average	Levels Of Achievement	Distribution
	P1c, d, e, f, h, i, k; L1, L2, MA-C; ELA.1, ELA.4; MG.S1-2, HS.S1-2		■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3); MDE: P1c, e; MA; ELA.1; MG.S1, HS.S1 CTP 9	0.92	■ 64 (68.1%) Distinguished ■ 30 (31.9%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3); MDE: P1, e, f, h, n; ELA.1; MG.S1, HS.S1	0.84	■ 39 (41.5%) Distinguished ■ 50 (53.2%) Proficient ■ 5 (5.3%) Developing ■ 0 (0%) Unsatisfactory	
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3); MDE: P1e, f, g, h, k, n, q; MA, MC; ELA.1; MG.S4, HS.S4	0.93	■ 67 (71.3%) Distinguished ■ 27 (28.7%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

No	Row	Average	Levels Of Achievement	Distribution
	Details			
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5); MDE: P1c, e, h, j, k; MA, MB; ELA.2, ELA.3, ELA.10; MG.S2-3, HS.S2-3; CTP 2	0.88	■ 48 (51.1%) Distinguished ■ 46 (48.9%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8); MDE: P1g, h; MA-C; ELA.2, ELA.11; MG.S2, MG.S6, HS.S2, HS.S6; CTP 1	0.82	■ 30 (31.9%) Distinguished ■ 60 (63.8%) Proficient ■ 4 (4.3%) Developing ■ 0 (0%) Unsatisfactory	
14	Danielson 3c: Engaging students in learning CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8); MDE: P1c, e, l; MA, MB; ELA.1, ELA.3, ELA.4; MG.S1-2, MG.S6, HS.S1-2, HS.S6; CTP 15	0.88	■ 49 (52.1%) Distinguished ■ 44 (46.8%) Proficient ■ 1 (1.1%) Developing ■ 0 (0%) Unsatisfactory	
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6); MDE: P1h, i, p, P3f; ELA.3; MG.S3, HS.S3; CTP 3	0.8	■ 21 (22.3%) Distinguished ■ 69 (73.4%) Proficient ■ 4 (4.3%) Developing	

No	Row	Average	Levels Of Achievement	Distribution
	Details			
			■ 0 (0%) Unsatisfactory	
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8); MDE: P1c, d, g, h, i, k, P2a, P3c, d, e, f; MB, MC; ELA.2, ELA.4; MG.S3, MG.S6, HS.S3, HS.S6	0.88	■ 47 (50%) Distinguished ■ 47 (50%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9); MDE: P2a, b; MA; ELA.13; MG.S5, HS.S5	0.93	■ 68 (72.3%) Distinguished ■ 25 (26.6%) Proficient ■ 1 (1.1%) Developing ■ 0 (0%) Unsatisfactory	
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9); MDE: P1i, P2b; ELA.13	0.87	■ 47 (50%) Distinguished ■ 46 (48.9%) Proficient ■ 1 (1.1%) Developing ■ 0 (0%) Unsatisfactory	
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10); MDE: P3a, e, f; MA; ELA.2; CTP 12	0.79	■ 22 (23.4%) Distinguished ■ 66 (70.2%) Proficient	

No	Row	Average	Levels Of Achievement	Distribution
			■ 6 (6.4%) Developing ■ 0 (0%) Unsatisfactory	
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10); MDE: P1i, P2c, P3b, c; MA; ELA.10, ELA.13; MG.S5, HS.S5	0.89	■ 53 (56.4%) Distinguished ■ 40 (42.6%) Proficient ■ 1 (1.1%) Developing ■ 0 (0%) Unsatisfactory	
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9); MDE: P2c; ELA.13; MG.S5, HS.S5	0.93	■ 68 (72.3%) Distinguished ■ 25 (26.6%) Proficient ■ 1 (1.1%) Developing ■ 0 (0%) Unsatisfactory	
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10); MDE: P1g, h, i, l, m, P2a, b; MC; ELA.13; MG.S5, HS.S5	0.91	■ 62 (66%) Distinguished ■ 30 (31.9%) Proficient ■ 2 (2.1%) Developing ■ 0 (0%) Unsatisfactory	

CI Clinical Internship Performance Evaluation of Student EDI 685 GTC Elem

2024-04-17 - 2024-04-30

Summary Statistics					
Scored Evaluations	13	# Pass	13	Mean Score	21.35
Rows	22	% Pass	100	Median Score	21.5
Possible Item Scores	286	Highest Score	22	Std Dev	0.43
Actual Item Scores	285	Lowest Score	20.5	KR(20) / Cronbach Alpha	0.54

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4); MDE: P1k; L3, L4, L6-17; M2, M5-M20; S3-7; SS 1-5 CTP 2	0.98	0.07	0.44	0.48
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7); MDE: P1 a, b, g, j, m; P3 c, e, f; L2, L3; M1, M2; S7, S8 CTP 12	1	0	0	0.54
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1); MDE: P1h, n; L1, L2, L3; M2, M3, M4; S5, S7	0.96	0.09	0.28	0.51
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10); MDE: P2c, d, P3b, e, f; M1; S8	0.98	0.07	0.26	0.51

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7); MDE: P1c, g, h, j, n, q; L2-L17; M1, M2, M4-M20; S2, S3, S5, S7, S8; SS1-SS5	0.98	0.07	0.26	0.51
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6); MDE: P1n, P2b; L3, L4-L17 (c); M3; S7 CTP 15	0.85	0.12	0.31	0.5
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3); MDE: P1b, c, d, e, g, j, P2c; L1, L2; M1; S8; CTP 10	1	0	0	0.54
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5); MDE: P1d, e, f, h, j, q; L1, L2, L3; M2, M4; S7, S8	1	0	0	0.54
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3); MDE: P1d, e; L1; M2; S7, S8 CTP 9	1	0	0	0.54
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3); MDE: P1d, e, f, m, n	0.98	0.07	0.26	0.51

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3); MDE: P1d, e, g, h, j, o, p; L1; M4	0.98	0.07	0.44	0.48
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5); MDE: P1c,d, h, j, k; L2, L3; M2, M3, M4; S5, S6, S7 CTP 2	1	0	0	0.54
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8); MDE: P1q; L1, L3; M1, M2, M4; S7, S8 CTP 1	0.94	0.11	0.21	0.52
14	Danielson 3c: Engaging students in learning CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8); MDE: P1c, d, q; L2, L3; M2, M4; S6, S7, S8 CTP 15	1	0	0	0.54
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6); MDE: P1h, i, n, P3d; L3, L4-L17 (c); M3; S6, S7 CTP 3	0.94	0.11	-0.12	0.6
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8); MDE: P1d, g, h, i, j, l, P2c, P3b, d, e, f	1	0	0	0.54

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9); MDE: P2c, d	1	0	0	0.54
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9); MDE: P1i, P2c	0.96	0.09	0.14	0.54
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10); MDE: P3a, c, d; M1 CTP 12	0.87	0.12	-0.14	0.63
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10); MDE: P1i, P2d, P3e, f	1	0	0	0.54
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9); MDE: P2d	1	0	0	0.54
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10); MDE: P1g, h, i, l, P2a, b, c; L1, L2; M1; S7, S8	1	0	0	0.55

No	Row	Average	Levels Of Achievement	Distribution
	Details			
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4); MDE: P1k; L3, L4, L6-17; M2, M5-M20; S3-7; SS 1-5 CTP 2	0.98	■ 12 (92.3%) Distinguished ■ 1 (7.7%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7); MDE: P1 a, b, g, j, m; P3 c, e, f; L2, L3; M1, M2; S7, S8 CTP 12	1	■ 13 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1); MDE: P1h, n; L1, L2, L3; M2, M3, M4; S5, S7	0.96	■ 11 (84.6%) Distinguished ■ 2 (15.4%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10); MDE: P2c, d, P3b, e, f; M1; S8	0.98	■ 12 (92.3%) Distinguished ■ 1 (7.7%) Proficient ■ 0 (0%) Developing	

No	Row	Average	Levels Of Achievement	Distribution
			■ 0 (0%) Unsatisfactory	
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7); MDE: P1c, g, h, j, n, q; L2-L17; M1, M2, M4-M20; S2, S3, S5, S7, S8; SS1-SS5	0.98	■ 12 (92.3%) Distinguished ■ 1 (7.7%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6); MDE: P1n, P2b; L3, L4-L17 (c); M3; S7 CTP 15	0.85	■ 5 (38.5%) Distinguished ■ 8 (61.5%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3); MDE: P1b, c, d, e, g, j, P2c; L1, L2; M1; S8; CTP 10	1	■ 13 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5); MDE: P1d, e, f, h, j, q; L1, L2, L3; M2, M4; S7, S8	1	■ 13 (100%) Distinguished ■ 0 (0%) Proficient	

Details				
No	Row	Average	Levels Of Achievement	Distribution
			■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3); MDE: P1d, e; L1; M2; S7, S8 CTP 9	1	■ 13 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3); MDE: P1d, e, f, m, n	0.98	■ 12 (92.3%) Distinguished ■ 1 (7.7%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3); MDE: P1d, e, g, h, j, o, p; L1; M4	0.98	■ 12 (92.3%) Distinguished ■ 1 (7.7%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

No	Row	Average	Levels Of Achievement	Distribution
			Details	
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5); MDE: P1c,d, h, j, k; L2, L3; M2, M3, M4; S5, S6, S7 CTP 2	1	■ 13 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8); MDE: P1q; L1, L3; M1, M2, M4; S7, S8 CTP 1	0.94	■ 10 (76.9%) Distinguished ■ 3 (23.1%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
14	Danielson 3c: Engaging students in learning CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8); MDE: P1c, d, q; L2, L3; M2, M4; S6, S7, S8 CTP 15	1	■ 13 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6); MDE: P1h, i, n, P3d; L3, L4-L17 (c); M3; S6, S7 CTP 3	0.94	■ 10 (76.9%) Distinguished ■ 3 (23.1%) Proficient ■ 0 (0%) Developing	

No	Row	Average	Levels Of Achievement	Distribution
			■ 0 (0%) Unsatisfactory	
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8); MDE: P1d, g, h, i, j, l, P2c, P3b, d, e, f	1	■ 13 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9); MDE: P2c, d	1	■ 13 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9); MDE: P1i, P2c	0.96	■ 11 (84.6%) Distinguished ■ 2 (15.4%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10); MDE: P3a, c, d; M1 CTP 12	0.87	■ 6 (46.2%) Distinguished ■ 7 (53.8%) Proficient	

No	Row	Average	Levels Of Achievement	Distribution
			■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10); MDE: P1i, P2d, P3e, f	1	■ 13 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9); MDE: P2d	1	■ 13 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10); MDE: P1g, h, i, l, P2a, b, c; L1, L2; M1; S7, S8	1	■ 12 (100%) Distinguished ■ 0 (0%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

CI Clinical Internship Performance Evaluation of Student EDI 685 GTC Sec

CI Clinical Internship Performance Evaluation of Student EDI 685 GTC Sec

2024-04-17 - 2024-04-30

Summary Statistics

Scored Evaluations	9	# Pass	8	Mean Score	19.61
Rows	22	% Pass	88.89	Median Score	18.75
Possible Item Scores	198	Highest Score	21.75	Std Dev	1.84
Actual Item Scores	198	Lowest Score	16.25	KR(20) / Cronbach Alpha	0.94

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4); MDE: P1j; MD; ELA.1, ELA.3, ELA.6-9, ELA.11-12; MG.S2; HS.S2; CTP 2	0.92	0.12	0.68	0.94
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7); MDE: P1 a, b, g, k, n; P3 b, c, d; MB; ELA.2; MG.S1; HS.S1; CTP 12	0.89	0.12	0.72	0.94
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1); MDE: P1h, o; MA, MB, MD; ELA.1, ELA.3; MG.S2, MG.S6, HS.S2, HS.S6	0.92	0.12	0.68	0.94
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10); MDE:	0.94	0.1	0.23	0.94

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	P2a, b, d P3d, e, f; MD; ELA.5, ELA.10, ELA.13; MG.S2, HS.S2				
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7); MDE: P1e, g, h, k, o; MA-C; ELA.3, ELA.10; MG.S1-2, MG.S6, HS.S1-2, HS.S6	0.92	0.12	0.68	0.94
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6); MDE: P1o, P2a; MA; ELA.3; MG.S3, HS.S3; CTP 15	0.83	0.17	0.52	0.94
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3); MDE: P1b, c, e, g, k, P2b; MA-C; ELA.1, ELA.2; MG.S1, MG.S5, HS.S1, HS.S5; CTP 10	0.92	0.12	0.65	0.94
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5); MDE: P1c, d, e, f, h, i, k; L1, L2, MA-C; ELA.1, ELA.4; MG.S1-2, HS.S1-2	0.92	0.12	0.65	0.94
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3); MDE: P1c, e; MA; ELA.1; MG.S1, HS.S1 CTP 9	0.89	0.12	0.79	0.94

	Row Analysis				
Position	**Row**	**Average**	**Std Dev**	**Point Biserial**	**Cronbach Del**
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3); MDE: P1, e, f, h, n; ELA.1; MG.S1, HS.S1	0.81	0.16	0.57	0.94
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3); MDE: P1e, f, g, h, k, n, q; MA, MC; ELA.1; MG.S4, HS.S4	0.89	0.12	0.79	0.94
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5); MDE: P1c, e, h, j, k; MA, MB; ELA.2, ELA.3, ELA.10; MG.S2-3, HS.S2-3; CTP 2	0.89	0.12	0.79	0.94
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8); MDE: P1g, h; MA-C; ELA.2, ELA.11; MG.S2, MG.S6, HS.S2, HS.S6; CTP 1	0.83	0.12	0.76	0.94
14	Danielson 3c: Engaging students in learning CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8); MDE: P1c, e, l; MA, MB; ELA.1, ELA.3, ELA.4; MG.S1-2, MG.S6, HS.S1-2, HS.S6; CTP 15	0.92	0.12	0.61	0.94
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6); MDE: P1h, i, p, P3f; ELA.3; MG.S3, HS.S3; CTP 3	0.83	0.12	0.35	0.94

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8); MDE: P1c, d, g, h, i, k, P2a, P3c, d, e, f; MB, MC; ELA.2, ELA.4; MG.S3, MG.S6, HS.S3, HS.S6	0.92	0.12	0.68	0.94
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9); MDE: P2a, b; MA; ELA.13; MG.S5, HS.S5	0.97	0.08	0.62	0.94
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9); MDE: P1i, P2b; ELA.13	0.83	0.12	0.66	0.94
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10); MDE: P3a, e, f; MA; ELA.2; CTP 12	0.75	0.17	0.75	0.94
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10); MDE: P1i, P2c, P3b, c; MA; ELA.10, ELA.13; MG.S5, HS.S5	0.94	0.1	0.61	0.94
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9); MDE: P2c; ELA.13; MG.S5, HS.S5	0.97	0.08	0.62	0.94
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10); MDE:	0.92	0.17	0.69	0.94

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	P1g, h, i, l, m, P2a, b; MC; ELA.13; MG.S5, HS.S5				

Details					
No	Row	Average	Levels Of Achievement	Distribution	
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4); MDE: P1j; MD; ELA.1, ELA.3, ELA.6-9, ELA.11-12; MG.S2; HS.S2; CTP 2	0.92	■ 6 (66.7%) Distinguished ■ 3 (33.3%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory		
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7); MDE: P1 a, b, g, k, n; P3 b, c, d; MB; ELA.2; MG.S1; HS.S1; CTP 12	0.89	■ 5 (55.6%) Distinguished ■ 4 (44.4%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory		
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1); MDE: P1h, o; MA, MB, MD; ELA.1, ELA.3; MG.S2, MG.S6, HS.S2, HS.S6	0.92	■ 6 (66.7%) Distinguished ■ 3 (33.3%) Proficient ■ 0 (0%) Developing		

No	Row	Average	Levels Of Achievement	Distribution
	Details			

No	Row	Average	Levels Of Achievement	Distribution
			■ 0 (0%) Unsatisfactory	
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10); MDE: P2a, b, d P3d, e, f; MD; ELA.5, ELA.10, ELA.13; MG.S2, HS.S2	0.94	■ 7 (77.8%) Distinguished ■ 2 (22.2%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7); MDE: P1e, g, h, k, o; MA-C; ELA.3, ELA.10; MG.S1-2, MG.S6, HS.S1-2, HS.S6	0.92	■ 6 (66.7%) Distinguished ■ 3 (33.3%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6); MDE: P1o, P2a; MA; ELA.3; MG.S3, HS.S3; CTP 15	0.83	■ 4 (44.4%) Distinguished ■ 4 (44.4%) Proficient ■ 1 (11.1%) Developing ■ 0 (0%) Unsatisfactory	
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC	0.92	■ 6 (66.7%) Distinguished ■ 3 (33.3%) Proficient	

No	Row	Average	Levels Of Achievement	Distribution
			Details	
	3); MDE: P1b, c, e, g, k, P2b; MA-C; ELA.1, ELA.2; MG.S1, MG.S5, HS.S1, HS.S5; CTP 10		■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5); MDE: P1c, d, e, f, h, i, k; L1, L2, MA-C; ELA.1, ELA.4; MG.S1-2, HS.S1-2	0.92	■ 6 (66.7%) Distinguished ■ 3 (33.3%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3); MDE: P1c, e; MA; ELA.1; MG.S1, HS.S1 CTP 9	0.89	■ 5 (55.6%) Distinguished ■ 4 (44.4%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3); MDE: P1, e, f, h, n; ELA.1; MG.S1, HS.S1	0.81	■ 3 (33.3%) Distinguished ■ 5 (55.6%) Proficient ■ 1 (11.1%) Developing ■ 0 (0%) Unsatisfactory	

No	Row	Average	Levels Of Achievement	Distribution
			Details	
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3); MDE: P1e, f, g, h, k, n, q; MA, MC; ELA.1; MG.S4, HS.S4	0.89	■ 5 (55.6%) Distinguished ■ 4 (44.4%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5); MDE: P1c, e, h, j, k; MA, MB; ELA.2, ELA.3, ELA.10; MG.S2-3, HS.S2-3; CTP 2	0.89	■ 5 (55.6%) Distinguished ■ 4 (44.4%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8); MDE: P1g, h; MA-C; ELA.2, ELA.11; MG.S2, MG.S6, HS.S2, HS.S6; CTP 1	0.83	■ 3 (33.3%) Distinguished ■ 6 (66.7%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
14	Danielson 3c: Engaging students in learning CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8); MDE: P1c, e, l; MA, MB; ELA.1, ELA.3, ELA.4; MG.S1-2, MG.S6, HS.S1-2, HS.S6; CTP 15	0.92	■ 6 (66.7%) Distinguished ■ 3 (33.3%) Proficient ■ 0 (0%) Developing	

No	Row	Average	Levels Of Achievement	Distribution
			■ 0 (0%) Unsatisfactory	
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6); MDE: P1h, i, p, P3f; ELA.3; MG.S3, HS.S3; CTP 3	0.83	■ 3 (33.3%) Distinguished ■ 6 (66.7%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8); MDE: P1c, d, g, h, i, k, P2a, P3c, d, e, f; MB, MC; ELA.2, ELA.4; MG.S3, MG.S6, HS.S3, HS.S6	0.92	■ 6 (66.7%) Distinguished ■ 3 (33.3%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9); MDE: P2a, b; MA; ELA.13; MG.S5, HS.S5	0.97	■ 8 (88.9%) Distinguished ■ 1 (11.1%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9); MDE: P1i, P2b; ELA.13	0.83	■ 3 (33.3%) Distinguished ■ 6 (66.7%) Proficient	

No	Row	Average	Levels Of Achievement	Distribution
			■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10); MDE: P3a, e, f; MA; ELA.2; CTP 12	0.75	■ 2 (22.2%) Distinguished ■ 5 (55.6%) Proficient ■ 2 (22.2%) Developing ■ 0 (0%) Unsatisfactory	
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10); MDE: P1i, P2c, P3b, c; MA; ELA.10, ELA.13; MG.S5, HS.S5	0.94	■ 7 (77.8%) Distinguished ■ 2 (22.2%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9); MDE: P2c; ELA.13; MG.S5, HS.S5	0.97	■ 8 (88.9%) Distinguished ■ 1 (11.1%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

Details				
No	**Row**	**Average**	**Levels Of Achievement**	**Distribution**
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10); MDE: P1g, h, i, l, m, P2a, b; MC; ELA.13; MG.S5, HS.S5	0.92	■ 7 (77.8%) Distinguished ■ 1 (11.1%) Proficient ■ 1 (11.1%) Developing ■ 0 (0%) Unsatisfactory	

EDS 471 Clinical Internship Performance Evaluation Assessment

2024-04-25 - 2024-04-28

Summary Statistics

Scored Evaluations	18	# Pass	13	Mean Score	19.31
Rows	22	% Pass	72.22	Median Score	19.5
Possible Item Scores	396	Highest Score	22	Std Dev	2.28
Actual Item Scores	394	Lowest Score	14.75	KR(20) / Cronbach Alpha	0.97

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4) HLPSE 4 MARSE R 340.1781 RULE 81. (1)(a) (i), (1)(a)(x) ,(1)(a)(ii) Initial Specialty Set for DD/ASD: DDA.4.K2- Assessments of environmental conditions that promote maximum performance of individuals with DD/ASD. DDA.4.K4- Individuals strengths, skills, and learning styles.	0.84	0.12	0.74	0.95
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7) HLPSE 4, 10, 13 MARSE R 340.1781 RULE 81.(1)(a)(x) Initial Specialty Set for DD/ASD: DDA.2.S4- Plan systematic instruction based on learner characteristics, interests, and ongoing assessment. DDA.4.S2- Develop strategies for monitoring and analyzing challenging behavior and its communicative intent. DDA.4.S3- Conduct functional	0.88	0.13	0.78	0.97

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	behavior assessments that lead to development of behavior support plans. DDA.4.K2- Assessments of environmental conditions that promote maximum performance of individuals with DD/ASD. DDA.4.K4- Individuals strengths, skills, and learning styles.				
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1) HLPSE 6, 11 MARSE R 340.1781 RULE 81(1)(a)(ii),(1)(a)(v),(1)(a)(vi) Initial Specialty Set for DD/ASD: DDA.4.S1- Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with DD and ASD. DDA.5.K1- Specialized curriculum designed to meet the needs of individuals with DD and ASD. DDA.5.S1- Match levels of support to changing needs of the individual. DDA.5.S14- Plan and implement instruction and related services that are both age and ability appropriate.	0.83	0.14	0.81	0.97
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10) HLPSE 4, 13 MARSE R 340.1781 RULE 81(1)(a) (i) Initial Specialty Set for DD/ASD: DDA.4.K2- Assessments of environmental conditions that promote maximum performance of individuals with DD/ASD. DDA.4.K4-	0.86	0.15	0.48	0.97

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	Individuals strengths, skills, and learning styles.				
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7) HLPSE 12, 13, 15 MARSE R 340.1781 RULE 81 (1)(a)(iii)	0.88	0.15	0.81	0.97
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6) HLPSE 6, 13 MARSE R 340.1781 RULE 81 (1)(a)(ii) Initial Specialty Set for DD/ASD: DDA.4.S1- Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with DD and ASD.	0.82	0.14	0.53	0.97
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3) HLPSE 7,9 Initial Specialty Set for DD/ASD: DDA.5.S5- Consistently use proactive strategies and positive behavioral supports. DDA.5.S11- Provide instruction in self-regulation. DDA.5.S15- Use specialized instruction to enhance social participation across environments.	0.93	0.11	0.81	0.97
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5) HLPSE 7,8,21,22 Initial Specialty Set for DD/ASD: DDA.4.K2-Assessments of environmental	0.93	0.11	0.81	0.97

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	conditions that promote maximum performance of individuals with DD/ASD. DDA.4.K3- Components of assessment for the core areas for individuals with DD/ASD. DDA.6.K4- Trends and practices in the field of DD and ASD. DDA.6.K7- Concepts of self-determination self-advocacy, and community and family support, and impact in the lives of individuals with DD and ASD.				
9	Danielson 2c Managing classroom procedures (CAEP 1.4; InTASC 3) HLPSE 7 Initial Specialty Set for DD/ASD: DDA.4.K2- Assessments of environmental conditions that promote maximum performance of individuals with DD/ASD.	0.92	0.14	0.6	0.97
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3) Initial Preparation Standard 4.4: Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. HLPSE 7,8,9,10 Initial Specialty Set for DD/ASD: DDA.4.K2- Assessments of environmental conditions that promote maximum performance of individuals with DD/ASD. DDA.4.K3- Components of assessment for the core areas for individuals with DD/ASD. DDA.5.S5- Consistently use proactive strategies and positive behavioral supports.	0.86	0.15	0.7	0.97

Row Analysis

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	DDA.5.S11- Provide instruction in self-regulation. DDA.5.S15- Use specialized instruction to enhance social participation across environments. DDA.2.S4- Plan systematic instruction based on learner characteristics, interests, and ongoing assessment.DDA.4.S2 DDA.4.S3				
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3) HLP SE 19 MARSE R 340.1781 RULE 81 (1)(a)(iv)	0.93	0.11	0.51	0.97
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5) HLPSE 14,16,20 Initial Specialty Set for DD/ASD: DDA.5.S13- Plan instruction for independent functional life skills and adaptive behavior. DDA.5.S3- Provide specialized instruction for spoken language, reading, and writing. DDA.5.S4- Use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context. DDA.5.S8- Provide instruction in community-based settings. DDA.5.S15- Use specialized instruction to enhance social participation across environments	0.89	0.17	0.83	0.97
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8) HLPSE 16 Initial Specialty Set for DD/ASD: DDA.5.S3- Provide specialized	0.86	0.15	0.6	0.97

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	instruction for spoken language, reading, and writing. DDA.5.S4- Use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context.				
14	Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8) HLPSE 8, 14,17, 18,20 Initial Specialty Set for DD/ASD: DDA.4.K3- Components of assessment for the core areas for individuals with DD/ASD. DDA.5.S13- Plan instruction for independent functional life skills and adaptive behavior. DDA.5.S8- Provide instruction in community-based settings. DDA.5.S15- Use specialized instruction to enhance social participation across environments	0.88	0.15	0.86	0.94
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6) MARSE R 340.1781 RULE 81 (1)(a)(ii),(1)(a)(vii), (1)(a)(vii) HLPSE 5,8, 19,21,22 Initial Specialty Set for DD/ASD: DDA.4.S1- Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with DD and ASD. DDA.6.K4- Trends and practices in the field of DD and ASD. DDA.6.K7- Concepts of self-determination, self-advocacy, and	0.85	0.15	0.57	0.97

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	community and family support, and impact in the lives of individuals with DD and ASD.				
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8) HLPSE 6,13,15, 21,22 MARSE R 340.1781 RULE 81 (1)(a)(ii),1)(a)(vii), (1)(a)(iii) Initial Specialty Set for DD/ASD: DDA.4.K3- Components of assessment for the core areas for individuals with DD/ASD. DDA.4.S1- Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with DD and ASD.	0.94	0.1	0.76	0.97
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9) HLPSE 6 MARSE R 340.1781 RULE 81 (1)(a)(v) Initial Specialty Set for DD/ASD: DDA.2.S4 Plan systematic instruction based on learner characteristics, interests, and ongoing assessment.	0.92	0.12	0.76	0.97
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9) HLPSE 5 MARSE R 340.1781 RULE 81 (1)(a)(v),1)(a)(vi), (1)(a)(vii),1)(a)(ix)	0.85	0.15	0.6	0.97
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10) HLPSE 2,3 MARSE R 340.1781 RULE 81 (1)(a)(v),(1)(a)(v),	0.83	0.12	0.72	0.97

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	(1)(a)(vi),(1)(a)(vii), (1)(a)(vii) Initial Specialty Set for DD/ASD: DDA.7.K1- Services, networks, and organizations for individuals, professionals, and families with DD and ASD.				
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10) HLPSE 1,2,5 MARSE R 340.1781 RULE 81 (1)(a)(v) Initial Specialty Set for DD/ASD: DDA.4.S1- Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with DD and ASD. DDA.7.K1- Services, networks, and organizations for individuals, professionals, and families with DD and ASD.	0.88	0.13	0.59	0.97
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9) HLPSE 1 MARSE R 340.1781 RULE 81 (1)(a)(v) Initial Specialty Set for DD/ASD: DDA.7.K1- Services, networks, and organizations for individuals, professionals, and families with DD and ASD.	0.89	0.12	0.79	0.97
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10) MARSE R 340.1781 RULE 81 (1)(a)(v),(1)(a)(ix), (1)(a)(x) HLPSE 1 through 22 Initial Specialty Set for DD/ASD: DDA.4.K2- All standards DDA.7.K1- Services, networks, and	0.94	0.1	0.76	0.97

Row Analysis					
Position	**Row**	**Average**	**Std Dev**	**Point Biserial**	**Cronbach Del**
	organizations for individuals, professionals, and families with DD and ASD.				

Details				
No	**Row**	**Average**	**Levels Of Achievement**	**Distribution**
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4) HLPSE 4 MARSE R 340.1781 RULE 81. (1)(a)(i), (1)(a)(x) ,(1)(a)(ii) Initial Specialty Set for DD/ASD: DDA.4.K2- Assessments of environmental conditions that promote maximum performance of individuals with DD/ASD. DDA.4.K4- Individuals strengths, skills, and learning styles.	0.84	■ 6 (35.3%) Distinguished ■ 11 (64.7%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7) HLPSE 4, 10, 13 MARSE R 340.1781 RULE 81.(1)(a)(x) Initial Specialty Set for DD/ASD: DDA.2.S4- Plan systematic instruction based on learner characteristics, interests, and ongoing assessment. DDA.4.S2- Develop strategies for monitoring and analyzing challenging behavior and its communicative intent. DDA.4.S3- Conduct functional behavior assessments that lead to development of behavior support plans. DDA.4.K2- Assessments of environmental conditions that promote maximum performance of individuals	0.88	■ 9 (50%) Distinguished ■ 9 (50%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

No	Row	Average	Levels Of Achievement	Distribution
	with DD/ASD. DDA.4.K4- Individuals strengths, skills, and learning styles.			
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1) HLPSE 6, 11 MARSE R 340.1781 RULE 81(1)(a)(ii),(1)(a) (v),(1)(a)(vi) Initial Specialty Set for DD/ASD: DDA.4.S1- Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with DD and ASD. DDA.5.K1- Specialized curriculum designed to meet the needs of individuals with DD and ASD. DDA.5.S1- Match levels of support to changing needs of the individual. DDA.5.S14- Plan and implement instruction and related services that are both age and ability appropriate.	0.83	■ 7 (38.9%) Distinguished ■ 10 (55.6%) Proficient ■ 1 (5.6%) Developing ■ 0 (0%) Unsatisfactory	
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10) HLPSE 4, 13 MARSE R 340.1781 RULE 81(1)(a) (i) Initial Specialty Set for DD/ASD: DDA.4.K2- Assessments of environmental conditions that promote maximum performance of individuals with DD/ASD. DDA.4.K4- Individuals strengths, skills, and learning styles.	0.86	■ 9 (50%) Distinguished ■ 8 (44.4%) Proficient ■ 1 (5.6%) Developing ■ 0 (0%) Unsatisfactory	
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7) HLPSE 12, 13, 15 MARSE R 340.1781 RULE 81 (1)(a)(iii)	0.88	■ 10 (55.6%) Distinguished ■ 7 (38.9%) Proficient ■ 1 (5.6%) Developing	

No	Row	Average	Levels Of Achievement	Distribution
			■ 0 (0%) Unsatisfactory	
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6) HLPSE 6, 13 MARSE R 340.1781 RULE 81 (1)(a)(ii) Initial Specialty Set for DD/ASD: DDA.4.S1- Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with DD and ASD.	0.82	■ 6 (33.3%) Distinguished ■ 11 (61.1%) Proficient ■ 1 (5.6%) Developing ■ 0 (0%) Unsatisfactory	
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3) HLPSE 7,9 Initial Specialty Set for DD/ASD: DDA.5.S5- Consistently use proactive strategies and positive behavioral supports. DDA.5.S11- Provide instruction in self-regulation. DDA.5.S15- Use specialized instruction to enhance social participation across environments.	0.93	■ 13 (72.2%) Distinguished ■ 5 (27.8%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5) HLPSE 7,8,21,22 Initial Specialty Set for DD/ASD: DDA.4.K2-Assessments of environmental conditions that promote maximum performance of individuals with DD/ASD. DDA.4.K3- Components of assessment for the core areas for individuals with DD/ASD. DDA.6.K4- Trends and practices in the field of DD and ASD. DDA.6.K7- Concepts of self-determination self-advocacy, and community	0.93	■ 13 (72.2%) Distinguished ■ 5 (27.8%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

Details				
No	Row	Average	Levels Of Achievement	Distribution
	and family support, and impact in the lives of individuals with DD and ASD.			
9	Danielson 2c Managing classroom procedures (CAEP 1.4; InTASC 3) HLPSE 7 Initial Specialty Set for DD/ASD: DDA.4.K2-Assessments of environmental conditions that promote maximum performance of individuals with DD/ASD.	0.92	■ 13 (72.2%) Distinguished ■ 4 (22.2%) Proficient ■ 1 (5.6%) Developing ■ 0 (0%) Unsatisfactory	
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3) Initial Preparation Standard 4.4: Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. HLPSE 7,8,9,10 Initial Specialty Set for DD/ASD: DDA.4.K2- Assessments of environmental conditions that promote maximum performance of individuals with DD/ASD. DDA.4.K3- Components of assessment for the core areas for individuals with DD/ASD. DDA.5.S5- Consistently use proactive strategies and positive behavioral supports. DDA.5.S11- Provide instruction in self-regulation. DDA.5.S15- Use specialized instruction to enhance social participation across environments. DDA.2.S4- Plan systematic instruction based on learner	0.86	■ 9 (50%) Distinguished ■ 8 (44.4%) Proficient ■ 1 (5.6%) Developing ■ 0 (0%) Unsatisfactory	

No	Row	Average	Levels Of Achievement	Distribution
	characteristics, interests, and ongoing assessment.DDA.4.S2 DDA.4.S3			
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3) HLP SE 19 MARSE R 340.1781 RULE 81 (1)(a)(iv)	0.93	■ 13 (72.2%) Distinguished ■ 5 (27.8%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5) HLPSE 14,16,20 Initial Specialty Set for DD/ASD: DDA.5.S13- Plan instruction for independent functional life skills and adaptive behavior. DDA.5.S3- Provide specialized instruction for spoken language, reading, and writing. DDA.5.S4- Use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context. DDA.5.S8- Provide instruction in community-based settings. DDA.5.S15- Use specialized instruction to enhance social participation across environments	0.89	■ 12 (66.7%) Distinguished ■ 4 (22.2%) Proficient ■ 2 (11.1%) Developing ■ 0 (0%) Unsatisfactory	
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8) HLPSE 16 Initial Specialty Set for DD/ASD: DDA.5.S3- Provide specialized instruction for spoken language, reading, and writing. DDA.5.S4- Use instructional strategies	0.86	■ 9 (50%) Distinguished ■ 8 (44.4%) Proficient ■ 1 (5.6%) Developing	

No	Row	Average	Levels Of Achievement	Distribution
	that fall on a continuum of child-directed to adult-directed in natural and structured context.		■ 0 (0%) Unsatisfactory	
14	Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8) HLPSE 8, 14,17, 18,20 Initial Specialty Set for DD/ASD: DDA.4.K3- Components of assessment for the core areas for individuals with DD/ASD. DDA.5.S13- Plan instruction for independent functional life skills and adaptive behavior. DDA.5.S8- Provide instruction in community-based settings. DDA.5.S15- Use specialized instruction to enhance social participation across environments	0.88	■ 10 (58.8%) Distinguished ■ 6 (35.3%) Proficient ■ 1 (5.9%) Developing ■ 0 (0%) Unsatisfactory	
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6) MARSE R 340.1781 RULE 81 (1)(a)(ii),(1)(a)(vii), (1)(a)(vii) HLPSE 5,8, 19,21,22 Initial Specialty Set for DD/ASD: DDA.4.S1- Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with DD and ASD. DDA.6.K4- Trends and practices in the field of DD and ASD. DDA.6.K7- Concepts of self-determination, self-advocacy, and community and family support, and impact in the lives of individuals with DD and ASD.	0.85	■ 8 (44.4%) Distinguished ■ 9 (50%) Proficient ■ 1 (5.6%) Developing ■ 0 (0%) Unsatisfactory	
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8) HLPSE 6,13,15, 21,22 MARSE R 340.1781 RULE 81 (1)(a)(ii),1)(a)(vii), (1)(a)(iii) Initial Specialty Set for DD/ASD: DDA.4.K3-	0.94	■ 14 (77.8%) Distinguished ■ 4 (22.2%) Proficient	

Details				
No	Row	Average	Levels Of Achievement	Distribution
	Components of assessment for the core areas for individuals with DD/ASD. DDA.4.S1- Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with DD and ASD.		■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9) HLPSE 6 MARSE R 340.1781 RULE 81 (1)(a)(v) Initial Specialty Set for DD/ASD: DDA.2.S4 Plan systematic instruction based on learner characteristics, interests, and ongoing assessment.	0.92	■ 12 (66.7%) Distinguished ■ 6 (33.3%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9) HLPSE 5 MARSE R 340.1781 RULE 81 (1)(a)(v),1)(a)(vi), (1)(a)(vii),1)(a)(ix)	0.85	■ 8 (44.4%) Distinguished ■ 9 (50%) Proficient ■ 1 (5.6%) Developing ■ 0 (0%) Unsatisfactory	
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10) HLPSE 2,3 MARSE R 340.1781 RULE 81 (1)(a)(v),(1)(a)(v), (1)(a)(vi),(1)(a)(vii), (1)(a)(vii) Initial Specialty Set for DD/ASD: DDA.7.K1- Services, networks, and organizations for individuals, professionals, and families with DD and ASD.	0.83	■ 6 (33.3%) Distinguished ■ 12 (66.7%) Proficient ■ 0 (0%) Developing	

No	Row	Average	Levels Of Achievement	Distribution
			■ 0 (0%) Unsatisfactory	
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10) HLPSE 1,2,5 MARSE R 340.1781 RULE 81 (1)(a)(v) Initial Specialty Set for DD/ASD: DDA.4.S1- Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with DD and ASD. DDA.7.K1- Services, networks, and organizations for individuals, professionals, and families with DD and ASD.	0.88	■ 9 (50%) Distinguished ■ 9 (50%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9) HLPSE 1 MARSE R 340.1781 RULE 81 (1)(a)(v) Initial Specialty Set for DD/ASD: DDA.7.K1- Services, networks, and organizations for individuals, professionals, and families with DD and ASD.	0.89	■ 10 (55.6%) Distinguished ■ 8 (44.4%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10) MARSE R 340.1781 RULE 81 (1)(a)(v),(1)(a)(ix), (1)(a)(x) HLPSE 1 through 22 Initial Specialty Set for DD/ASD: DDA.4.K2- All standards DDA.7.K1- Services, networks, and organizations for individuals, professionals, and families with DD and ASD.	0.94	■ 14 (77.8%) Distinguished ■ 4 (22.2%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

EDS 472 Clinical Internship Performance Evaluation Assessment

EDS 472 Clinical Internship Performance Evaluation Assessment

2024-04-25 - 2024-04-28

Summary Statistics					
Scored Evaluations	11	# Pass	10	Mean Score	20.48
Rows	22	% Pass	90.91	Median Score	21.25
Possible Item Scores	242	Highest Score	22	Std Dev	1.52
Actual Item Scores	242	Lowest Score	16.75	KR(20) / Cronbach Alpha	0.93

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4) HLPSE 4 MARSE R 340.1781 RULE 81. (1)(a) (i), (1)(a)(x) ,(1)(a)(ii) Initial Specialty Set for EBD: EBD.1.K1-Range of characteristics within and among individuals with emotional and behavioral disorders EBD.1.K2:Co-occurrence of emotional and behavioral disorders with other exceptionalities EBD.1.K3--Performance issues in the core academic content for individuals with emotional and behavior disorders EBD.6.K2- Effects of the legal, judicial, and educational systems serving individuals with emotional and behavioral disorders EBD.6.K3-Principles of reinforcement theory in serving individuals with emotional and behavioral disorders EBD.6.K4-Principle of least restrictive	0.91	0.12	0.8	0.93

	Row Analysis				
Position	**Row**	**Average**	**Std Dev**	**Point Biserial**	**Cronbach Del**
	environment for individuals with emotional and behavioral disorders				
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7) HLPSE 4, 10, 13 MARSE R 340.1781 RULE 81.(1)(a)(x) Initial Specialty Set for EBD: EBD.1.K1-Range of characteristics within and among individuals with emotional and behavioral disorders EBD.1.K2-Co-occurrence of emotional and behavioral disorders with other exceptionalities EBD.1.K3--Performance issues in the core academic content for individuals with emotional and behavior disorders EBD.1.K4-Effect of emotional factors on the learning process EBD.2.K1-Advantages and disadvantages of placement options for individuals with emotional or behavior disorders EBD.4.S1-Conduct functional behavior assessments EBD.4.S2-Assess social behaviors of individuals with emotional and behavioral disorders EBD.4.S3-Prepare functional behavior assessment reports on individuals with emotional and behavioral disorders EBD.6.K2 EBD.6.K3 EBD.6.K4	0.95	0.1	0.61	0.93
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1) HLPSE 6, 11 MARSE R 340.1781 RULE 81(1)(a)(ii),(1)(a)(v),(1)(a)(vi) Initial Specialty Set for EBD:	0.95	0.1	0.82	0.93

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	EBD.2.K1-Advantages and disadvantages of placement options for individuals with emotional or behavior disorders EBD.4.S1-Conduct functional behavior assessments EBD.4.S2-Assess social behaviors of individuals with emotional and behavioral disorders EBD.4.S3-Prepare functional behavior assessment reports on individuals with emotional and behavioral disorders EBD.6.K4-Principle of least restrictive environment for individuals with emotional and behavioral disorders				
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10) HLPSE 4, 13 MARSE R 340.1781 RULE 81(1)(a) (i) Initial Specialty Set for EBD: EBD.2.K1-Advantages and disadvantages of placement options for individuals with emotional or behavior disorders EBD.4.S1-Conduct functional behavior assessments EBD.4.S2-Assess social behaviors of individuals with emotional and behavioral disorders EBD.5.S1Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and	0.91	0.12	0.35	0.93

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	behavioral disorders EBD.5.S5 EBD.5.S6 EBD.6.K3				
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7) HLPSE 12, 13, 15 MARSE R 340.1781 RULE 81 (1)(a)(iii) Initial Specialty Set for EBD EBD.5.S1Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior EBD.5.S6-Integrate academic and affective instruction with behavior management for individuals and groups with emotional and behavioral disorders	0.93	0.11	0.8	0.93
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6) HLPSE 6, 13 MARSE R 340.1781 RULE 81 (1)(a)(ii) Initial Specialty Set for EBD: EBD.2.K1-Advantages and disadvantages of placement options for individuals with emotional or behavior disorders EBD.4.S1-Conduct functional behavior assessments EBD.4.S2-	0.89	0.12	0.43	0.93

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	Assess social behaviors of individuals with emotional and behavioral disorders EBD.4.S3-Prepare functional behavior assessment reports on individuals with emotional and behavioral disorders EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior				
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3) Initial Preparation Standard 5.7: Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. HLPSE 7,9 Initial Specialty Set for EBD: EBD.1.K4-Effect of emotional factors on the learning process EBD.5.S1Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S4-Use strategies to teach alternative behaviors EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior	0.98	0.07	0.75	0.93

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5) HLPSE 7,8,21,22 Initial Specialty Set for EBD: EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S4-Use strategies to teach alternative behaviors EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior EBD.5.S6-Integrate academic and affective instruction with behavior management for individuals and groups with emotional and behavioral disorders	0.98	0.07	0.75	0.93
9	Danielson 2c Managing classroom procedures (CAEP 1.4; InTASC 3) HLPSE 7 Initial Specialty Set for EBD: EBD.2.K1-Advantages and disadvantages of placement options for individuals with emotional or behavior disorders EBD.5.S1Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders	0.93	0.15	0.64	0.93

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior EBD.5.S6-Integrate academic and affective instruction with behavior management for individuals and groups with emotional and behavioral disorders				
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3) Initial Preparation Standard 4.4: Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. HLPSE 7,8,9,10 Initial Specialty Set for EBD: EBD.2.K1-Advantages and disadvantages of placement options for individuals with emotional or behavior disorders EBD.4.S1-Conduct functional behavior assessments EBD.4.S2-Assess social behaviors of individuals with emotional and behavioral disorders EBD.4.S3-Prepare functional behavior assessment reports on individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S4 EBD.5.S5 EBD.5.S6 EBD.6.K3	0.93	0.11	0.76	0.93

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3) HLP SE 19 MARSE R 340.1781 RULE 81 (1)(a)(iv) Initial Specialty Set for EBD: EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior	0.98	0.07	0.32	0.93
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5) HLPSE 14,16,20 Initial Specialty Set for EBD: EBD.5.S1-Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S4-Use strategies to teach alternative behaviors EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior	0.98	0.07	0.75	0.93
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8) HLPSE 16 Initial Specialty Set for EBD: EBD.5.S1-Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and	0.84	0.16	0.38	0.94

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence				
14	Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8) HLPSE 8, 14,17, 18,20 Initial Specialty Set for EBD: EBD.5.S1Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S4-Use strategies to teach alternative behaviors EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior EBD.5.S6-Integrate academic and affective instruction with behavior management for individuals and groups with emotional and behavioral disorders	0.95	0.1	0.82	0.93
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6) MARSE R 340.1781 RULE 81 (1)(a)(ii),(1)(a)(vii), (1)(a)(vii) HLPSE 5,8, 19,21,22 Initial Specialty Set for EBD: EBD.1.K4--Effect of emotional factors on the learning process	0.89	0.12	0.43	0.93

Row Analysis

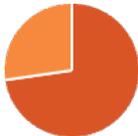| Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	EBD.4.S1-Conduct functional behavior assessments EBD.4.S2-Assess social behaviors of individuals with emotional and behavioral disorders EBD.4.S3-Prepare functional behavior assessment reports on individuals with emotional and behavioral disorders EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior EBD.6.K4-Principle of least restrictive environment for individuals with emotional and behavioral disorders				
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8) HLPSE 6,13,15, 21,22 MARSE R 340.1781 RULE 81 (1)(a)(ii),1)(a)(vii), (1)(a)(iii) Initial Specialty Set for EBD: EBD.5.S1Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S4-Use strategies to teach alternative behaviors EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity	0.98	0.07	0.75	0.93

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
	of the behavior EBD.5.S6-Integrate academic and affective instruction with behavior management for individuals and groups with emotional and behavioral disorders				
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9) HLPSE 6 MARSE R 340.1781 RULE 81 (1)(a)(v) Initial Specialty Set for EBD: EBD.2.K1-Advantages and disadvantages of placement options for individuals with emotional or behavior disorders EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior	0.98	0.07	0.75	0.93
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9) HLPSE 5 MARSE R 340.1781 RULE 81 (1)(a)(v),1)(a)(vi), (1)(a)(vii),1)(a)(ix)	0.84	0.12	0.55	0.93
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10) HLPSE 2,3 MARSE R 340.1781 RULE 81 (1)(a)(v),(1)(a)(v), (1)(a)(vi),(1)(a)(vii), (1)(a)(vii) Initial Specialty Set for EBD: EBD.7.S1-Share effective behavior management techniques with families	0.86	0.12	0.3	0.93

Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10) HLPSE 1,2,5 MARSE R 340.1781 RULE 81 (1)(a)(v) Initial Specialty Set for EBD: EBD.7.S1-Share effective behavior management techniques with families EBD.6.K2- Effects of the legal, judicial, and educational systems serving individuals with emotional and behavioral disorders	0.91	0.12	0.59	0.93
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9) HLPSE 1 MARSE R 340.1781 RULE 81 (1)(a)(v) Initial Specialty Set for EBD: EBD.6.K2- Effects of the legal, judicial, and educational systems serving individuals with emotional and behavioral disorders	0.95	0.1	0.82	0.93
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10) MARSE R 340.1781 RULE 81 (1)(a)(v),(1)(a)(ix), (1)(a)(x) HLPSE 1 through 22 Initial Specialty Set All standards Initial Specialty Set for EBD: EBD.6.K2- Effects of the legal, judicial, and educational systems serving individuals with emotional and behavioral disorders	0.95	0.1	0.82	0.93

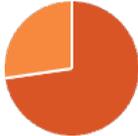| No	Row	Average	Levels Of Achievement	Distribution
	Details			
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4) HLPSE 4 MARSE R 340.1781 RULE 81. (1)(a)(i), (1)(a)(x) ,(1)(a)(ii) Initial Specialty Set for EBD: EBD.1.K1-Range of characteristics within and among individuals with emotional and behavioral disorders EBD.1.K2:Co-occurrence of emotional and behavioral disorders with other exceptionalities EBD.1.K3--Performance issues in the core academic content for individuals with emotional and behavior disorders EBD.6.K2- Effects of the legal, judicial, and educational systems serving individuals with emotional and behavioral disorders EBD.6.K3-Principles of reinforcement theory in serving individuals with emotional and behavioral disorders EBD.6.K4-Principle of least restrictive environment for individuals with emotional and behavioral disorders	0.91	■ 7 (63.6%) Distinguished ■ 4 (36.4%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7) HLPSE 4, 10, 13 MARSE R 340.1781 RULE 81.(1)(a)(x) Initial Specialty Set for EBD: EBD.1.K1-Range of characteristics within and among individuals with emotional and behavioral disorders EBD.1.K2-Co-occurrence of emotional and behavioral disorders with other exceptionalities EBD.1.K3--Performance issues in the core academic content for individuals with emotional and behavior disorders EBD.1.K4-Effect of emotional factors on the learning process EBD.2.K1-Advantages	0.95	■ 9 (81.8%) Distinguished ■ 2 (18.2%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

No	Row	Average	Levels Of Achievement	Distribution
	and disadvantages of placement options for individuals with emotional or behavior disorders EBD.4.S1-Conduct functional behavior assessments EBD.4.S2-Assess social behaviors of individuals with emotional and behavioral disorders EBD.4.S3-Prepare functional behavior assessment reports on individuals with emotional and behavioral disorders EBD.6.K2 EBD.6.K3 EBD.6.K4			
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1) HLPSE 6, 11 MARSE R 340.1781 RULE 81(1)(a)(ii),(1)(a) (v),(1)(a)(vi) Initial Specialty Set for EBD: EBD.2.K1-Advantages and disadvantages of placement options for individuals with emotional or behavior disorders EBD.4.S1-Conduct functional behavior assessments EBD.4.S2-Assess social behaviors of individuals with emotional and behavioral disorders EBD.4.S3-Prepare functional behavior assessment reports on individuals with emotional and behavioral disorders EBD.6.K4-Principle of least restrictive environment for individuals with emotional and behavioral disorders	0.95	■ 9 (81.8%) Distinguished ■ 2 (18.2%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10) HLPSE 4, 13 MARSE R 340.1781 RULE 81(1)(a) (i) Initial Specialty Set for EBD: EBD.2.K1-Advantages and disadvantages of placement options for individuals with emotional or behavior disorders EBD.4.S1-Conduct functional behavior assessments EBD.4.S2-Assess social	0.91	■ 7 (63.6%) Distinguished ■ 4 (36.4%) Proficient ■ 0 (0%) Developing	

No	Row	Average	Levels Of Achievement	Distribution
	behaviors of individuals with emotional and behavioral disorders EBD.5.S1Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S5 EBD.5.S6 EBD.6.K3		■ 0 (0%) Unsatisfactory	
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7) HLPSE 12, 13, 15 MARSE R 340.1781 RULE 81 (1)(a)(iii) Initial Specialty Set for EBD EBD.5.S1Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior EBD.5.S6-Integrate academic and affective instruction with behavior management for individuals and groups with emotional and behavioral disorders	0.93	■ 8 (72.7%) Distinguished ■ 3 (27.3%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

No	Row	Average	Levels Of Achievement	Distribution
	Details			
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6) HLPSE 6, 13 MARSE R 340.1781 RULE 81 (1)(a)(ii) Initial Specialty Set for EBD: EBD.2.K1-Advantages and disadvantages of placement options for individuals with emotional or behavior disorders EBD.4.S1-Conduct functional behavior assessments EBD.4.S2-Assess social behaviors of individuals with emotional and behavioral disorders EBD.4.S3-Prepare functional behavior assessment reports on individuals with emotional and behavioral disorders EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior	0.89	■ 6 (54.5%) Distinguished ■ 5 (45.5%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3) Initial Preparation Standard 5.7: Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. HLPSE 7,9 Initial Specialty Set for EBD: EBD.1.K4-Effect of emotional factors on the learning process EBD.5.S1Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S4-Use strategies to teach alternative behaviors EBD.5.S5-Plan and implement individualized reinforcement	0.98	■ 10 (90.9%) Distinguished ■ 1 (9.1%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

No	Row	Average	Levels Of Achievement	Distribution
	Details			

No	Row	Average	Levels Of Achievement	Distribution
	systems and environmental modifications at levels equal to the intensity of the behavior			
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5) HLPSE 7,8,21,22 Initial Specialty Set for EBD: EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S4-Use strategies to teach alternative behaviors EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior EBD.5.S6-Integrate academic and affective instruction with behavior management for individuals and groups with emotional and behavioral disorders	0.98	■ 10 (90.9%) Distinguished ■ 1 (9.1%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
9	Danielson 2c Managing classroom procedures (CAEP 1.4; InTASC 3) HLPSE 7 Initial Specialty Set for EBD: EBD.2.K1-Advantages and disadvantages of placement options for individuals with emotional or behavior disorders EBD.5.S1Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S5-Plan and	0.93	■ 9 (81.8%) Distinguished ■ 1 (9.1%) Proficient ■ 1 (9.1%) Developing ■ 0 (0%) Unsatisfactory	

No	Row	Average	Levels Of Achievement	Distribution
	implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior EBD.5.S6-Integrate academic and affective instruction with behavior management for individuals and groups with emotional and behavioral disorders			
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3) Initial Preparation Standard 4.4: Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. HLPSE 7,8,9,10 Initial Specialty Set for EBD: EBD.2.K1-Advantages and disadvantages of placement options for individuals with emotional or behavior disorders EBD.4.S1-Conduct functional behavior assessments EBD.4.S2-Assess social behaviors of individuals with emotional and behavioral disorders EBD.4.S3-Prepare functional behavior assessment reports on individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S4 EBD.5.S5 EBD.5.S6 EBD.6.K3	0.93	■ 8 (72.7%) Distinguished ■ 3 (27.3%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

No	Row	Average	Levels Of Achievement	Distribution
	Details			
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3) HLP SE 19 MARSE R 340.1781 RULE 81 (1)(a)(iv) Initial Specialty Set for EBD: EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior	0.98	■ 10 (90.9%) Distinguished ■ 1 (9.1%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5) HLPSE 14,16,20 Initial Specialty Set for EBD: EBD.5.S1-Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S4-Use strategies to teach alternative behaviors EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior	0.98	■ 10 (90.9%) Distinguished ■ 1 (9.1%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8) HLPSE 16 Initial Specialty Set for EBD: EBD.5.S1-Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-	0.84	■ 5 (45.5%) Distinguished ■ 5 (45.5%) Proficient ■ 1 (9.1%) Developing	

No	Row	Average	Levels Of Achievement	Distribution
	based practices to enhance academic and social competence		■ 0 (0%) Unsatisfactory	
14	Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8) HLPSE 8, 14,17, 18,20 Initial Specialty Set for EBD: EBD.5.S1Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S4-Use strategies to teach alternative behaviors EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior EBD.5.S6-Integrate academic and affective instruction with behavior management for individuals and groups with emotional and behavioral disorders	0.95	■ 9 (81.8%) Distinguished ■ 2 (18.2%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6) MARSE R 340.1781 RULE 81 (1)(a)(ii),(1)(a)(vii), (1)(a)(vii) HLPSE 5,8, 19,21,22 Initial Specialty Set for EBD: EBD.1.K4--Effect of emotional factors on the learning process EBD.4.S1-Conduct functional behavior assessments EBD.4.S2-Assess social behaviors of individuals with emotional and behavioral disorders EBD.4.S3-Prepare functional behavior assessment reports on	0.89	■ 6 (54.5%) Distinguished ■ 5 (45.5%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

	Details			
No	**Row**	**Average**	**Levels Of Achievement**	**Distribution**
	individuals with emotional and behavioral disorders EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior EBD.6.K4-Principle of least restrictive environment for individuals with emotional and behavioral disorders			
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8) HLPSE 6,13,15, 21,22 MARSE R 340.1781 RULE 81 (1)(a)(ii),1)(a)(vii), (1)(a)(iii) Initial Specialty Set for EBD: EBD.5.S1Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders EBD.5.S2-Use evidence-based practices to enhance academic and social competence EBD.5.S3-Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders EBD.5.S4-Use strategies to teach alternative behaviors EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior EBD.5.S6-Integrate academic and affective instruction with behavior management for individuals and groups with emotional and behavioral disorders	0.98	■ 10 (90.9%) Distinguished ■ 1 (9.1%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	

Details				
No	**Row**	**Average**	**Levels Of Achievement**	**Distribution**
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9) HLPSE 6 MARSE R 340.1781 RULE 81 (1)(a)(v) Initial Specialty Set for EBD: EBD.2.K1-Advantages and disadvantages of placement options for individuals with emotional or behavior disorders EBD.5.S5-Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior	0.98	■ 10 (90.9%) Distinguished ■ 1 (9.1%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9) HLPSE 5 MARSE R 340.1781 RULE 81 (1)(a)(v),1)(a)(vi), (1)(a)(vii),1)(a)(ix)	0.84	■ 4 (36.4%) Distinguished ■ 7 (63.6%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10) HLPSE 2,3 MARSE R 340.1781 RULE 81 (1)(a)(v),(1)(a)(v), (1)(a)(vi),(1)(a)(vii), (1)(a)(vii) Initial Specialty Set for EBD: EBD.7.S1-Share effective behavior management techniques with families	0.86	■ 5 (45.5%) Distinguished ■ 6 (54.5%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10) HLPSE 1,2,5 MARSE R 340.1781 RULE 81 (1)(a)(v) Initial Specialty Set for EBD: EBD.7.S1-Share effective behavior management techniques	0.91	■ 7 (63.6%) Distinguished ■ 4 (36.4%) Proficient	

Details				
No	Row	Average	Levels Of Achievement	Distribution
	with families EBD.6.K2- Effects of the legal, judicial, and educational systems serving individuals with emotional and behavioral disorders		■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9) HLPSE 1 MARSE R 340.1781 RULE 81 (1)(a)(v) Initial Specialty Set for EBD: EBD.6.K2- Effects of the legal, judicial, and educational systems serving individuals with emotional and behavioral disorders	0.95	■ 9 (81.8%) Distinguished ■ 2 (18.2%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10) MARSE R 340.1781 RULE 81 (1)(a)(v),(1)(a)(ix), (1)(a)(x) HLPSE 1 through 22 Initial Specialty Set All standards Initial Specialty Set for EBD: EBD.6.K2- Effects of the legal, judicial, and educational systems serving individuals with emotional and behavioral disorders	0.95	■ 9 (81.8%) Distinguished ■ 2 (18.2%) Proficient ■ 0 (0%) Developing ■ 0 (0%) Unsatisfactory	