



## 2024-2025 Initial Teacher Candidate Clinical Internship Assessments Data

### Table of Contents



EDI 430 PK-3 & 3-6 Clinical Internship Performance Evaluation (F24 & W25) .....	2
EDI 431 Secondary & PK-12 Clinical Internship Performance Evaluation (F24).....	34
EDI 431 Secondary & PK-12 Clinical Internship Performance Evaluation (W25).....	64
EDI 685 GYO PK-3 & 3-6 Clinical Internship Performance Evaluation (W25).....	94
EDI 685 GYO Secondary & PK-12 Clinical Internship Performance Evaluation (W25).....	124
EDI 685 Elem. & Sec. Clinical Internship Performance Evaluation (W25).....	155
EDS 470 Clinical Internship Performance Evaluation (W25).....	185



## EDI 430 PK-3 & 3-6 CI Clinical Internship Performance Evaluation Assessment

2024-12-01 - 2025-04-28

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
EDI 430 PK-3 & 3-6 CI Clinical Internship Performance Evaluation Assessment	EDI 430 01 & 480 03 & 04 - IP - Elementary Internship PK-6 (F24) (GVEDI430.01_EDI480.03_04..202510)	11	82	79	96.34	44	55.7
EDI 430 PK-3 & 3-6 CI Clinical Internship Performance Evaluation Assessment	EDI 430 01-13 & 480 03 - 04 - IP - Elementary Internship PK-6 (W25) (GVEDI430.01- 13_EDI480.03-04.202520)	15	119	107	89.92	77	71.96

Summary Statistics					
Scored Evaluations	186	# Pass	121	Mean Score	19.01
Rows	22	% Pass	65.05	Median Score	19.5
Possible Item Scores	4092	Highest Score	22	Std Dev	2.71
Actual Item Scores	4076	Lowest Score	11	KR(20) / Cronbach Alpha	0.98

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: P1k; L3, L4, L6-17; M2, M5-M20; S3-7; SS 1-5 CTP 2	0.85	<ul style="list-style-type: none"> <li>84 (45.4%) Distinguished</li> <li>93 (50.3%) Proficient</li> <li>8 (4.3%) Developing</li> <li>0 (0%) Unsatisfactory</li> </ul>	
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	0.87	<ul style="list-style-type: none"> <li>96 (51.6%) Distinguished</li> <li>84 (45.2%) Proficient</li> <li>6 (3.2%) Developing</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
			<ul style="list-style-type: none"> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)MDE: P1h, n; L1, L2, L3; M2, M3, M4; S5, S7	0.86	<ul style="list-style-type: none"> <li>■ 91 (48.9%) Distinguished</li> <li>■ 88 (47.3%) Proficient</li> <li>■ 7 (3.8%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)MDE: P2c, d, P3b, e, f; M1; S8	0.87	<ul style="list-style-type: none"> <li>■ 96 (51.6%) Distinguished</li> <li>■ 82 (44.1%) Proficient</li> <li>■ 8 (4.3%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	




Details				
No	Row	Average	Levels Of Achievement	Distribution
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	0.86	<ul style="list-style-type: none"> <li>■ 96 (51.6%) Distinguished</li> <li>■ 75 (40.3%) Proficient</li> <li>■ 15 (8.1%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6)MDE: P1n, P2b; L3, L4-L17 (c); M3; S7 CTP 15	0.83	<ul style="list-style-type: none"> <li>■ 76 (41.1%) Distinguished</li> <li>■ 90 (48.6%) Proficient</li> <li>■ 19 (10.3%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
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	0.9	<ul style="list-style-type: none"> <li>■ 119 (64.3%) Distinguished</li> <li>■ 60 (32.4%) Proficient</li> <li>■ 6 (3.2%) Developing</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
			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	0.9	■ 117 (62.9%) Distinguished ■ 62 (33.3%) Proficient ■ 7 (3.8%) Developing ■ 0 (0%) Unsatisfactory	
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3)MDE: P1d, e; L1; M2; S7, S8 CTP 9	0.88	■ 108 (58.1%) Distinguished ■ 70 (37.6%) Proficient ■ 8 (4.3%) Developing ■ 0 (0%) Unsatisfactory	




Details				
No	Row	Average	Levels Of Achievement	Distribution
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)MDE: P1d, e, f, m, n	0.85	<ul style="list-style-type: none"> <li>■ 88 (47.3%) Distinguished</li> <li>■ 82 (44.1%) Proficient</li> <li>■ 16 (8.6%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3)MDE: P1d, e, g, h, j, o, p; L1; M4;	0.9	<ul style="list-style-type: none"> <li>■ 109 (58.6%) Distinguished</li> <li>■ 76 (40.9%) Proficient</li> <li>■ 1 (0.5%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
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	0.88	<ul style="list-style-type: none"> <li>■ 105 (56.8%) Distinguished</li> <li>■ 75 (40.5%) Proficient</li> <li>■ 4 (2.2%) Developing</li> </ul>	


Details				
No	Row	Average	Levels Of Achievement	Distribution
			Developing ■ 1 (0.5%) 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	0.84	■ 79 (42.7%) Distinguished ■ 94 (50.8%) Proficient ■ 12 (6.5%) 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	0.86	■ 90 (48.6%) Distinguished ■ 85 (45.9%) Proficient ■ 10 (5.4%) Developing ■ 0 (0%) Unsatisfactory	

**Details**

No	Row	Average	Levels Of Achievement	Distribution
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	0.83	<ul style="list-style-type: none"> <li>■ 73 (39.5%) Distinguished</li> <li>■ 98 (53%) Proficient</li> <li>■ 13 (7%) Developing</li> <li>■ 1 (0.5%) Unsatisfactory</li> </ul>	
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	0.89	<ul style="list-style-type: none"> <li>■ 110 (59.8%) Distinguished</li> <li>■ 66 (35.9%) Proficient</li> <li>■ 7 (3.8%) Developing</li> <li>■ 1 (0.5%) Unsatisfactory</li> </ul>	
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)MDE: P2c, d	0.89	<ul style="list-style-type: none"> <li>■ 118 (63.8%) Distinguished</li> <li>■ 57 (30.8%) Proficient</li> <li>■ 9 (4.9%) Developing</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
			Developing ■ 1 (0.5%) Unsatisfactory	
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9)MDE: P1i, P2c	0.84	■ 80 (43.2%) Distinguished ■ 94 (50.8%) Proficient ■ 10 (5.4%) Developing ■ 1 (0.5%) Unsatisfactory	
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)MDE: P3a, c, d; M1 CTP 12	0.85	■ 79 (42.9%) Distinguished ■ 97 (52.7%) Proficient ■ 8 (4.3%) Developing ■ 0 (0%) Unsatisfactory	

Details				
No	Row	Average	Levels Of Achievement	Distribution
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)MDE: P1i, P2d, P3e, f;	0.86	<ul style="list-style-type: none"> <li>■ 98 (53%) Distinguished</li> <li>■ 71 (38.4%) Proficient</li> <li>■ 16 (8.6%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)MDE: P2d	0.88	<ul style="list-style-type: none"> <li>■ 106 (57.3%) Distinguished</li> <li>■ 70 (37.8%) Proficient</li> <li>■ 9 (4.9%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
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	0.89	<ul style="list-style-type: none"> <li>■ 114 (61.6%) Distinguished</li> <li>■ 60 (32.4%) Proficient</li> <li>■ 11 (5.9%) Developing</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
			Developing  0 (0%) Unsatisfactory	

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
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	The teacher candidate displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to	The teacher candidate displays knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice	The teacher candidate is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or	In planning and practice, the teacher candidate makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.	reflect familiarity with a wide range of effective pedagogical approaches in the subject. All enacted but with potential for growth.	incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	the range of pedagogical approaches suitable to student learning of the content.
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	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students'	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to	The teacher candidate displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. All enacted but with potential for growth.	individual students but to the class as a whole.	not indicate that such knowledge is valuable
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)MDE: P1h, n; L1, L2, L3; M2, M3, M4; S5, S7	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		needed, for individual students.	whatever way is needed, for different groups of students. All enacted but with potential for growth.	student learning, are suitable for most of the students in the class.	are suitable for only some students.
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)MDE: P2c, d, P3b, e, f; M1; S8	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources. Enacted but with a potential for growth.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher candidate is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.
5	Danielson 1e: Designing coherent	The sequence of learning activities follows a coherent	Most of the learning activities are aligned with the instructional	Some of the learning activities and materials are aligned with the	Learning activities are poorly aligned with the instructional

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	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	sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.	outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups. Enacted but with a potential for growth.	instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6)MDE: P1n, P2b; L3, L4-	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	L17 (c); M3; S7 CTP 15	work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.	have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Enacted but with potential for growth.	have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)MDE: P1b, c, d,	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies,	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students'

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	e, g, j, P2c; L1, L2; M1; S8; CTP 10	individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.	developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks. Enacted but with potential for growth.	favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.

Rubric					
Position	Row	Distinguished	Proficient	Developing	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	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language. Enacted but with potential for growth.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students	The classroom culture is characterized by a lack of teacher candidate or student commitment to learning, and/ or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
				thought to have a natural aptitude for the subject.	
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3)MDE: P1d, e; L1; M2; S7, S8 CTP 9	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher candidate's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
			class. Enacted but with potential for growth.	paraprofessionals perform their duties	paraprofessionals have clearly defined tasks.
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)MDE: P1d, e, f, m, n	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventative. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective. Enacted but with potential for growth.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.
11	Danielson 2e: Organizing	The classroom environment is safe, and	The classroom is safe, and students have	The classroom is safe, and essential learning	The classroom environment is unsafe,

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	physical space (CAEP 1.1,1.4; InTASC 3)MDE: P1d, e, g, h, j, o, p; L1; M4;	learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively. Enacted but with potential for growth.	is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)MDE: P1c,d, h, j, k; L2,	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear	The instructional purpose of the lesson is clearly communicated to students, including where it is situated	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	L3; M2, M3, M4; S5, S6, S7 CTP 2	and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the	within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is	procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes	candidate's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher candidate's spoken or written language contains errors of grammar or syntax. The teacher candidate's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		discipline and for more general use. Students contribute to the correct use of academic vocabulary.	clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding. Enacted but with potential for growth.	opportunities to explain academic vocabulary.	
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	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few	The teacher candidate's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher candidate and students is predominantly recitation style, with the teacher candidate mediating all questions

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		contributions. Students themselves ensure that all voices are heard in the discussion.	aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. Enacted but with potential for growth.	students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	and answers; the teacher candidate accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.
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	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The

Rubric					
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		<p>challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p>	<p>results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. Enacted but with potential for growth.</p>	<p>students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”</p>	<p>groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>
15	Danielson 3d: Using assessment	Assessment is fully integrated into	Students appear to be aware of the	Students appear to be only partially aware of	Students do not appear to be aware of

Rubric					
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	in instruction (CAEP 1.2; InTASC 6)MDE: P1h, i, n, P3d; L3, L4-L17 (c); M3; S6, S7 CTP 3	instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual	assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. Enacted but with potential for growth.	the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		students' misunderstandings.			
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	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. Enacted but with potential for growth.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher candidate ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher candidate makes no attempt to adjust the lesson even when students don't understand the content

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)MDE: P2c, d	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught. Enacted but with potential for growth.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher candidate does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher candidate profoundly misjudges the success of a lesson. The teacher candidate has no suggestions for how a lesson could be improved
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3,	The teacher's system for maintaining information on student completion of assignments, student	The teacher's system for maintaining information on student completion of	The teacher's system for maintaining information on student completion of	The teacher candidate's system for maintaining information on student

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	1.5; InTASC 9)MDE: P1i, P2c	progress in learning, and non instructional records is fully effective. Students contribute information and participate in maintaining the records.	assignments, student progress in learning, and non instructional records is fully effective. Enacted but with potential for growth.	assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	completion of assignments and student progress in learning is nonexistent or in disarray. The teacher candidate's records for non instructional activities are in disarray, the result being errors and confusion.
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)MDE: P3a, c, d; M1 CTP 12	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional	The teacher candidate provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher candidate does not

Rubric					
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		sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.	sensitive manner. The teacher makes some attempts to engage families in the instructional program. Enacted but with potential for growth.	program. Moreover, the communication that does take place may not be culturally sensitive to those families.	respond, or responds insensitively, to parental concerns.
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)MDE: P1i, P2d, P3e, f;	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. Enacted	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher candidate's relationships with colleagues are negative or self-serving. The teacher candidate avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher candidate avoids becoming involved in school

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.	but with potential for growth.		events or school and district projects.
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)MDE: P2d	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist	The teacher candidate engages in no professional development activities to enhance knowledge or skill. The teacher candidate resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher candidate makes no effort to share knowledge with others or to assume

Rubric					
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			<p>assisting other educators and looks for ways to contribute to the profession. Enacted but with potential for growth.</p>	<p>other teachers and contribute to the profession.</p>	<p>professional responsibilities.</p>
22	<p>Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 &amp; 10)MDE: P1g, h, i, l, P2a, b, c; L1, L2; M1; S7, S8</p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher</p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The</p>	<p>The teacher candidate displays dishonesty in interactions with colleagues, students, and the public. The teacher candidate is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher candidate makes decisions and recommendations that are based on self-serving interests. The</p>

**Rubric**

<b>Position</b>	<b>Row</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Unsatisfactory</b>
		traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.	complies fully with school and district regulations. Enacted but with potential for growth.	teacher must be reminded by supervisors about complying with school and district regulations.	teacher candidate does not comply with school and district regulations.





# EDI 431 Clinical Internship Performance Evaluation Assessment




EDI 431 CI Clinical Internship Performance Evaluation Assessment





2024-12-02 - 2024-12-10




Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
EDI 431 CI Clinical Internship Performance Evaluation Assessment	EDI 431 01 - IP - Secondary Teacher Internship and Seminar: 5-12 (F24) (GVEDI431.01.202510)	10	44	44	100	44	100





Summary Statistics					
Scored Evaluations	44	# Pass	44	Mean Score	20.36
Rows	22	% Pass	100	Median Score	20.75
Possible Item Scores	968	Highest Score	22	Std Dev	1.2
Actual Item Scores	967	Lowest Score	18	KR(20) / Cronbach Alpha	0.88




Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4)	0.91	<ul style="list-style-type: none"> <li>■ 29 (65.9%) Distinguished</li> <li>■ 15 (34.1%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7)	0.95	<ul style="list-style-type: none"> <li>■ 36 (81.8%) Distinguished</li> <li>■ 8 (18.2%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)	0.91	<ul style="list-style-type: none"> <li>■ 27 (62.8%) Distinguished</li> <li>■ 16 (37.2%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)	0.94	<ul style="list-style-type: none"> <li>■ 33 (75%) Distinguished</li> <li>■ 11 (25%) Proficient</li> <li>■ 0 (0%) Developing</li> </ul>	


Details				
No	Row	Average	Levels Of Achievement	Distribution
			<ul style="list-style-type: none"> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7)	0.93	<ul style="list-style-type: none"> <li>■ 32 (72.7%) Distinguished</li> <li>■ 12 (27.3%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6)	0.86	<ul style="list-style-type: none"> <li>■ 20 (45.5%) Distinguished</li> <li>■ 24 (54.5%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)	0.98	<ul style="list-style-type: none"> <li>■ 41 (93.2%) Distinguished</li> <li>■ 2 (4.5%) Proficient</li> <li>■ 1 (2.3%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5)	0.95	<ul style="list-style-type: none"> <li>36 (81.8%) Distinguished</li> <li>8 (18.2%) Proficient</li> <li>0 (0%) Developing</li> <li>0 (0%) Unsatisfactory</li> </ul>	
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3)	0.98	<ul style="list-style-type: none"> <li>41 (93.2%) Distinguished</li> <li>3 (6.8%) Proficient</li> <li>0 (0%) Developing</li> <li>0 (0%) Unsatisfactory</li> </ul>	
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)	0.91	<ul style="list-style-type: none"> <li>30 (68.2%) Distinguished</li> <li>13 (29.5%) Proficient</li> <li>1 (2.3%) Developing</li> <li>0 (0%) Unsatisfactory</li> </ul>	
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3)	0.99	<ul style="list-style-type: none"> <li>43 (97.7%) Distinguished</li> <li>1 (2.3%) Proficient</li> <li>0 (0%) Developing</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
			<ul style="list-style-type: none"> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	0.9	<ul style="list-style-type: none"> <li>■ 26 (59.1%) Distinguished</li> <li>■ 18 (40.9%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8)	0.87	<ul style="list-style-type: none"> <li>■ 21 (47.7%) Distinguished</li> <li>■ 23 (52.3%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
14	Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	0.92	<ul style="list-style-type: none"> <li>■ 30 (68.2%) Distinguished</li> <li>■ 14 (31.8%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6)	0.88	<ul style="list-style-type: none"> <li>■ 22 (50%) Distinguished</li> <li>■ 22 (50%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8)	0.91	<ul style="list-style-type: none"> <li>■ 28 (63.6%) Distinguished</li> <li>■ 16 (36.4%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)	1	<ul style="list-style-type: none"> <li>■ 44 (100%) Distinguished</li> <li>■ 0 (0%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.89	<ul style="list-style-type: none"> <li>■ 24 (54.5%) Distinguished</li> <li>■ 20 (45.5%) Proficient</li> <li>■ 0 (0%) Developing</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
			<ul style="list-style-type: none"> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)	0.8	<ul style="list-style-type: none"> <li>■ 9 (20.5%) Distinguished</li> <li>■ 35 (79.5%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)	0.89	<ul style="list-style-type: none"> <li>■ 25 (56.8%) Distinguished</li> <li>■ 19 (43.2%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)	1	<ul style="list-style-type: none"> <li>■ 44 (100%) Distinguished</li> <li>■ 0 (0%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10)	0.99	<ul style="list-style-type: none"> <li><span style="color: #e67e22;">■</span> 43 (97.7%) Distinguished</li> <li><span style="color: #f1c40f;">■</span> 1 (2.3%) Proficient</li> <li><span style="color: #f1c40f;">■</span> 0 (0%) Developing</li> <li><span style="color: #e74c3c;">■</span> 0 (0%) Unsatisfactory</li> </ul>	

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4)	The teacher candidate displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among	The teacher candidate displays knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's	The teacher candidate is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such	In planning and practice, the teacher candidate makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		<p>topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</p>	<p>plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. All enacted but with potential for growth.</p>	<p>knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>
2	<p>Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, &amp; 7)</p>	<p>The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several</p>	<p>The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from</p>	<p>The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may</p>	<p>The teacher candidate displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural</p>

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. All enacted but with potential for growth.	apply this knowledge not to individual students but to the class as a whole.	heritages—and does not indicate that such knowledge is valuable
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration.	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		are differentiated, in whatever way is needed, for individual students.	are differentiated, in whatever way is needed, for different groups of students. All enacted but with potential for growth.	Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	discipline or strand and are suitable for only some students.
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources. Enacted but with a potential for growth.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher candidate is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.
5	Danielson 1e: Designing coherent	The sequence of learning activities follows a coherent	Most of the learning activities are aligned with the instructional	Some of the learning activities and materials are aligned with the	Learning activities are poorly aligned with the instructional outcomes,

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7)	sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.	outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups. Enacted but with a potential for growth.	instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.
6	Danielson 1f: Designing student assessments	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	(CAEP 1, 2; InTASC 6)	work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.	have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Enacted but with potential for growth.	have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies,	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students'

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		<p>Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p>	<p>developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks. Enacted but with potential for growth.</p>	<p>favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</p>

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5)	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language. Enacted but with potential for growth.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a	The classroom culture is characterized by a lack of teacher candidate or student commitment to learning, and/ or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
				natural aptitude for the subject.	
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3)	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher candidate's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
			Enacted but with potential for growth.		
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventative. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective. Enacted but with potential for growth.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.
11	Danielson 2e: Organizing physical space	The classroom environment is safe, and learning is accessible to	The classroom is safe, and students have equal access to	The classroom is safe, and essential learning is accessible to most	The classroom environment is unsafe, or learning is not

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	(CAEP 1.1,1.4; InTASC 3)	all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively. Enacted but with potential for growth.	students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher candidate's explanation

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		<p>student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more</p>	<p>learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and</p>	<p>clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to</p>	<p>of the content contains major errors and does not include any explanation of strategies students might use. The teacher candidate's spoken or written language contains errors of grammar or syntax. The teacher candidate's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		general use. Students contribute to the correct use of academic vocabulary.	is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding. Enacted but with potential for growth.	explain academic vocabulary.	
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8)	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The	The teacher candidate's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher candidate and students is predominantly recitation style, with the teacher candidate mediating all questions and answers; the

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		themselves ensure that all voices are heard in the discussion.	appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. Enacted but with potential for growth.	teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	teacher candidate accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.
14	Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		<p>explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p>	<p>engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. Enacted but with potential for growth.</p>	<p>or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”</p>	<p>to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>
15	Danielson 3d: Using assessment in instruction	Assessment is fully integrated into instruction, through extensive use of	Students appear to be aware of the assessment criteria, and the teacher	Students appear to be only partially aware of the assessment criteria, and the	Students do not appear to be aware of the assessment criteria, and there is little or no

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	(CAEP 1.2; InTASC 6)	<p>formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual</p>	<p>monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. Enacted but with potential for growth.</p>	<p>teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>	<p>monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</p>

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		students' misunderstandings.			
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8)	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. Enacted but with potential for growth.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher candidate ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher candidate makes no attempt to adjust the lesson even when students don't understand the content

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught. Enacted but with potential for growth.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher candidate does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher candidate profoundly misjudges the success of a lesson. The teacher candidate has no suggestions for how a lesson could be improved
18	Danielson 4b: Maintaining accurate records	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and	The teacher's system for maintaining information on student completion of assignments, student	The teacher's system for maintaining information on student completion of assignments and	The teacher candidate's system for maintaining information on student completion of

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	(CAEP 1.2, 1.3, 1.5; InTASC 9)	non instructional records is fully effective. Students contribute information and participate in maintaining the records.	progress in learning, and non instructional records is fully effective. Enacted but with potential for growth.	student progress in learning is rudimentary and only partially effective. The teacher's records for non instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	assignments and student progress in learning is nonexistent or in disarray. The teacher candidate's records for non instructional activities are in disarray, the result being errors and confusion.
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover,	The teacher candidate provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher candidate does not respond, or responds

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		efforts to engage families in the instructional program are frequent and successful.	attempts to engage families in the instructional program. Enacted but with potential for growth.	the communication that does take place may not be culturally sensitive to those families.	insensitively, to parental concerns.
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. Enacted	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher candidate's relationships with colleagues are negative or self-serving. The teacher candidate avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher candidate avoids becoming involved in school events or school and district projects.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		and assuming a leadership role in at least one aspect of school or district life.	but with potential for growth.		
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and	The teacher candidate engages in no professional development activities to enhance knowledge or skill. The teacher candidate resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher candidate makes no effort to share knowledge with others or to assume professional responsibilities.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
			for ways to contribute to the profession. Enacted but with potential for growth.	contribute to the profession.	
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10)	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by	The teacher candidate displays dishonesty in interactions with colleagues, students, and the public. The teacher candidate is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher candidate makes decisions and recommendations that are based on self-serving interests. The teacher candidate does

**Rubric**

<b>Position</b>	<b>Row</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Unsatisfactory</b>
		honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.	regulations. Enacted but with potential for growth.	supervisors about complying with school and district regulations.	not comply with school and district regulations.

# EDI 431 CI Clinical Internship Performance Evaluation Assessment




EDI 431 CI Clinical Internship Performance Evaluation Assessment





2025-04-06 - 2025-05-05




Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
EDI 431 CI Clinical Internship Performance Evaluation Assessment	EDI 431 01 - IP - Secondary Teacher Internship and Seminar: 5-12 (W25) (GVEDI431.01.202520)	15	88	86	97.73	81	94.19

Summary Statistics					
Scored Evaluations	86	# Pass	81	Mean Score	19.89
Rows	22	% Pass	94.19	Median Score	20.25
Possible Item Scores	1892	Highest Score	22	Std Dev	1.41
Actual Item Scores	1889	Lowest Score	14.25	KR(20) / Cronbach Alpha	0.89

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4)	0.93	<ul style="list-style-type: none"> <li>64 (74.4%) Distinguished</li> <li>20 (23.3%) Proficient</li> <li>2 (2.3%) Developing</li> <li>0 (0%) Unsatisfactory</li> </ul>	
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7)	0.91	<ul style="list-style-type: none"> <li>55 (64%) Distinguished</li> <li>31 (36%) Proficient</li> <li>0 (0%) Developing</li> <li>0 (0%) Unsatisfactory</li> </ul>	
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)	0.91	<ul style="list-style-type: none"> <li>55 (64%) Distinguished</li> <li>30 (34.9%) Proficient</li> <li>1 (1.2%) Developing</li> <li>0 (0%) Unsatisfactory</li> </ul>	
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)	0.95	<ul style="list-style-type: none"> <li>69 (80.2%) Distinguished</li> <li>17 (19.8%) Proficient</li> <li>0 (0%) Developing</li> </ul>	


Details				
No	Row	Average	Levels Of Achievement	Distribution
			<ul style="list-style-type: none"> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7)	0.9	<ul style="list-style-type: none"> <li>■ 54 (62.8%) Distinguished</li> <li>■ 31 (36%) Proficient</li> <li>■ 1 (1.2%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6)	0.82	<ul style="list-style-type: none"> <li>■ 28 (32.6%) Distinguished</li> <li>■ 54 (62.8%) Proficient</li> <li>■ 4 (4.7%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)	0.96	<ul style="list-style-type: none"> <li>■ 71 (82.6%) Distinguished</li> <li>■ 15 (17.4%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5)	0.93	<ul style="list-style-type: none"> <li>63 (73.3%) Distinguished</li> <li>23 (26.7%) Proficient</li> <li>0 (0%) Developing</li> <li>0 (0%) Unsatisfactory</li> </ul>	
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3)	0.94	<ul style="list-style-type: none"> <li>67 (77.9%) Distinguished</li> <li>19 (22.1%) Proficient</li> <li>0 (0%) Developing</li> <li>0 (0%) Unsatisfactory</li> </ul>	
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)	0.87	<ul style="list-style-type: none"> <li>41 (47.7%) Distinguished</li> <li>44 (51.2%) Proficient</li> <li>1 (1.2%) Developing</li> <li>0 (0%) Unsatisfactory</li> </ul>	
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3)	0.97	<ul style="list-style-type: none"> <li>77 (89.5%) Distinguished</li> <li>9 (10.5%) Proficient</li> <li>0 (0%) Developing</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
			<ul style="list-style-type: none"> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	0.9	<ul style="list-style-type: none"> <li>■ 53 (62.4%) Distinguished</li> <li>■ 31 (36.5%) Proficient</li> <li>■ 1 (1.2%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8)	0.83	<ul style="list-style-type: none"> <li>■ 29 (33.7%) Distinguished</li> <li>■ 55 (64%) Proficient</li> <li>■ 2 (2.3%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
14	Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	0.9	<ul style="list-style-type: none"> <li>■ 53 (61.6%) Distinguished</li> <li>■ 33 (38.4%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6)	0.83	<ul style="list-style-type: none"> <li>30 (34.9%) Distinguished</li> <li>53 (61.6%) Proficient</li> <li>3 (3.5%) Developing</li> <li>0 (0%) Unsatisfactory</li> </ul>	
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8)	0.92	<ul style="list-style-type: none"> <li>59 (68.6%) Distinguished</li> <li>26 (30.2%) Proficient</li> <li>1 (1.2%) Developing</li> <li>0 (0%) Unsatisfactory</li> </ul>	
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.96	<ul style="list-style-type: none"> <li>71 (82.6%) Distinguished</li> <li>15 (17.4%) Proficient</li> <li>0 (0%) Developing</li> <li>0 (0%) Unsatisfactory</li> </ul>	
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.88	<ul style="list-style-type: none"> <li>48 (55.8%) Distinguished</li> <li>36 (41.9%) Proficient</li> <li>2 (2.3%) Developing</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
			<ul style="list-style-type: none"> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)	0.78	<ul style="list-style-type: none"> <li>■ 14 (16.3%) Distinguished</li> <li>■ 69 (80.2%) Proficient</li> <li>■ 3 (3.5%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)	0.9	<ul style="list-style-type: none"> <li>■ 53 (61.6%) Distinguished</li> <li>■ 33 (38.4%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.97	<ul style="list-style-type: none"> <li>■ 76 (88.4%) Distinguished</li> <li>■ 10 (11.6%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10)	0.94	<ul style="list-style-type: none"> <li><span style="color: #c00000;">■</span> 66 (78.6%) Distinguished</li> <li><span style="color: #ff8c00;">■</span> 17 (20.2%) Proficient</li> <li><span style="color: #ffd700;">■</span> 1 (1.2%) Developing</li> <li><span style="color: #dc143c;">■</span> 0 (0%) Unsatisfactory</li> </ul>	

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4)	The teacher candidate displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among	The teacher candidate displays knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's	The teacher candidate is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such	In planning and practice, the teacher candidate makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		<p>topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</p>	<p>plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. All enacted but with potential for growth.</p>	<p>knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>
2	<p>Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, &amp; 7)</p>	<p>The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several</p>	<p>The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from</p>	<p>The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may</p>	<p>The teacher candidate displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural</p>

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. All enacted but with potential for growth.	apply this knowledge not to individual students but to the class as a whole.	heritages—and does not indicate that such knowledge is valuable
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration.	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		are differentiated, in whatever way is needed, for individual students.	are differentiated, in whatever way is needed, for different groups of students. All enacted but with potential for growth.	Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	discipline or strand and are suitable for only some students.
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources. Enacted but with a potential for growth.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher candidate is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.
5	Danielson 1e: Designing coherent	The sequence of learning activities follows a coherent	Most of the learning activities are aligned with the instructional	Some of the learning activities and materials are aligned with the	Learning activities are poorly aligned with the instructional outcomes,

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7)	sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.	outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups. Enacted but with a potential for growth.	instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.
6	Danielson 1f: Designing student assessments	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	(CAEP 1, 2; InTASC 6)	work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.	have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Enacted but with potential for growth.	have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies,	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students'

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		<p>Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p>	<p>developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks. Enacted but with potential for growth.</p>	<p>favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</p>

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5)	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language. Enacted but with potential for growth.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a	The classroom culture is characterized by a lack of teacher candidate or student commitment to learning, and/ or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
				natural aptitude for the subject.	
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3)	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher candidate's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
			Enacted but with potential for growth.		
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventative. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective. Enacted but with potential for growth.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.
11	Danielson 2e: Organizing physical space	The classroom environment is safe, and learning is accessible to	The classroom is safe, and students have equal access to	The classroom is safe, and essential learning is accessible to most	The classroom environment is unsafe, or learning is not

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	(CAEP 1.1,1.4; InTASC 3)	all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively. Enacted but with potential for growth.	students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher candidate's explanation

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		<p>student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more</p>	<p>learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and</p>	<p>clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to</p>	<p>of the content contains major errors and does not include any explanation of strategies students might use. The teacher candidate's spoken or written language contains errors of grammar or syntax. The teacher candidate's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		general use. Students contribute to the correct use of academic vocabulary.	is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding. Enacted but with potential for growth.	explain academic vocabulary.	
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8)	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The	The teacher candidate's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher candidate and students is predominantly recitation style, with the teacher candidate mediating all questions and answers; the

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		themselves ensure that all voices are heard in the discussion.	appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. Enacted but with potential for growth.	teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	teacher candidate accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.
14	Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		<p>explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p>	<p>engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. Enacted but with potential for growth.</p>	<p>or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."</p>	<p>to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>
15	Danielson 3d: Using assessment in instruction	Assessment is fully integrated into instruction, through extensive use of	Students appear to be aware of the assessment criteria, and the teacher	Students appear to be only partially aware of the assessment criteria, and the	Students do not appear to be aware of the assessment criteria, and there is little or no

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	(CAEP 1.2; InTASC 6)	<p>formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual</p>	<p>monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. Enacted but with potential for growth.</p>	<p>teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>	<p>monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</p>

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		students' misunderstandings.			
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8)	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. Enacted but with potential for growth.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher candidate ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher candidate makes no attempt to adjust the lesson even when students don't understand the content

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught. Enacted but with potential for growth.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher candidate does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher candidate profoundly misjudges the success of a lesson. The teacher candidate has no suggestions for how a lesson could be improved
18	Danielson 4b: Maintaining accurate records	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and	The teacher's system for maintaining information on student completion of assignments, student	The teacher's system for maintaining information on student completion of assignments and	The teacher candidate's system for maintaining information on student completion of

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	(CAEP 1.2, 1.3, 1.5; InTASC 9)	non instructional records is fully effective. Students contribute information and participate in maintaining the records.	progress in learning, and non instructional records is fully effective. Enacted but with potential for growth.	student progress in learning is rudimentary and only partially effective. The teacher's records for non instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	assignments and student progress in learning is nonexistent or in disarray. The teacher candidate's records for non instructional activities are in disarray, the result being errors and confusion.
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover,	The teacher candidate provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher candidate does not respond, or responds

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		efforts to engage families in the instructional program are frequent and successful.	attempts to engage families in the instructional program. Enacted but with potential for growth.	the communication that does take place may not be culturally sensitive to those families.	insensitively, to parental concerns.
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. Enacted	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher candidate's relationships with colleagues are negative or self-serving. The teacher candidate avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher candidate avoids becoming involved in school events or school and district projects.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		and assuming a leadership role in at least one aspect of school or district life.	but with potential for growth.		
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and	The teacher candidate engages in no professional development activities to enhance knowledge or skill. The teacher candidate resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher candidate makes no effort to share knowledge with others or to assume professional responsibilities.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
			for ways to contribute to the profession. Enacted but with potential for growth.	contribute to the profession.	
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10)	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by	The teacher candidate displays dishonesty in interactions with colleagues, students, and the public. The teacher candidate is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher candidate makes decisions and recommendations that are based on self-serving interests. The teacher candidate does

**Rubric**

<b>Position</b>	<b>Row</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Unsatisfactory</b>
		honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.	regulations. Enacted but with potential for growth.	supervisors about complying with school and district regulations.	not comply with school and district regulations.




# EDI 685A GYO CI Clinical Internship Performance Evaluation Assessment

2025-04-15 - 2025-06-03




Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
EDI 685A GYO PK-3 & 3-6 CI Clinical Internship Performance Evaluation Assessment	EDI 685 10 - OL - A: Elementary Ed - GTC- NoMI (S25) (GVEDI685.10.202530)	3	33	31	93.94	23	74.19
EDI 685A GYO PK-3 & 3-6 CI Clinical Internship Performance Evaluation Assessment	EDI 685 11 - HY - A: Elementary Ed- GTC-WMTC (W25) (GVEDI685.11.202520)	7	34	34	100	30	88.24

Summary Statistics					
Scored Evaluations	65	# Pass	53	Mean Score	19.82
Rows	22	% Pass	81.54	Median Score	20.5
Possible Item Scores	1430	Highest Score	22	Std Dev	2.22
Actual Item Scores	1430	Lowest Score	13	KR(20) / Cronbach Alpha	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)	0.88	<ul style="list-style-type: none"> <li>36 (55.4%) Distinguished</li> <li>28 (43.1%) Proficient</li> <li>1 (1.5%) Developing</li> <li>0 (0%) Unsatisfactory</li> </ul>	
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7)	0.94	<ul style="list-style-type: none"> <li>49 (75.4%) Distinguished</li> <li>16 (24.6%) Proficient</li> <li>0 (0%) Developing</li> <li>0 (0%) Unsatisfactory</li> </ul>	
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)	0.87	<ul style="list-style-type: none"> <li>34 (52.3%) Distinguished</li> <li>27 (41.5%) Proficient</li> <li>4 (6.2%) Developing</li> <li>0 (0%) Unsatisfactory</li> </ul>	
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)	0.91	<ul style="list-style-type: none"> <li>44 (67.7%) Distinguished</li> <li>19 (29.2%) Proficient</li> <li>2 (3.1%) Developing</li> </ul>	


Details				
No	Row	Average	Levels Of Achievement	Distribution
			<ul style="list-style-type: none"> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7)	0.91	<ul style="list-style-type: none"> <li>■ 41 (63.1%) Distinguished</li> <li>■ 24 (36.9%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6)	0.84	<ul style="list-style-type: none"> <li>■ 28 (43.1%) Distinguished</li> <li>■ 32 (49.2%) Proficient</li> <li>■ 5 (7.7%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)	0.94	<ul style="list-style-type: none"> <li>■ 52 (80%) Distinguished</li> <li>■ 10 (15.4%) Proficient</li> <li>■ 3 (4.6%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5)	0.93	<ul style="list-style-type: none"> <li>51 (78.5%) Distinguished</li> <li>9 (13.8%) Proficient</li> <li>5 (7.7%) Developing</li> <li>0 (0%) Unsatisfactory</li> </ul>	
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3)	0.9	<ul style="list-style-type: none"> <li>42 (64.6%) Distinguished</li> <li>19 (29.2%) Proficient</li> <li>4 (6.2%) Developing</li> <li>0 (0%) Unsatisfactory</li> </ul>	
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)	0.89	<ul style="list-style-type: none"> <li>41 (63.1%) Distinguished</li> <li>19 (29.2%) Proficient</li> <li>5 (7.7%) Developing</li> <li>0 (0%) Unsatisfactory</li> </ul>	
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3)	0.94	<ul style="list-style-type: none"> <li>50 (76.9%) Distinguished</li> <li>14 (21.5%) Proficient</li> <li>1 (1.5%) Developing</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
			<ul style="list-style-type: none"> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	0.92	<ul style="list-style-type: none"> <li>■ 45 (69.2%) Distinguished</li> <li>■ 18 (27.7%) Proficient</li> <li>■ 2 (3.1%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8)	0.87	<ul style="list-style-type: none"> <li>■ 36 (55.4%) Distinguished</li> <li>■ 25 (38.5%) Proficient</li> <li>■ 4 (6.2%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
14	Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	0.9	<ul style="list-style-type: none"> <li>■ 44 (67.7%) Distinguished</li> <li>■ 17 (26.2%) Proficient</li> <li>■ 4 (6.2%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6)	0.83	<ul style="list-style-type: none"> <li>■ 24 (36.9%) Distinguished</li> <li>■ 38 (58.5%) Proficient</li> <li>■ 3 (4.6%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8)	0.92	<ul style="list-style-type: none"> <li>■ 49 (75.4%) Distinguished</li> <li>■ 12 (18.5%) Proficient</li> <li>■ 4 (6.2%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.93	<ul style="list-style-type: none"> <li>■ 50 (76.9%) Distinguished</li> <li>■ 13 (20%) Proficient</li> <li>■ 2 (3.1%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.85	<ul style="list-style-type: none"> <li>■ 27 (41.5%) Distinguished</li> <li>■ 36 (55.4%) Proficient</li> <li>■ 2 (3.1%) Developing</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
			<ul style="list-style-type: none"> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)	0.86	<ul style="list-style-type: none"> <li>■ 31 (47.7%) Distinguished</li> <li>■ 31 (47.7%) Proficient</li> <li>■ 3 (4.6%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)	0.91	<ul style="list-style-type: none"> <li>■ 42 (64.6%) Distinguished</li> <li>■ 22 (33.8%) Proficient</li> <li>■ 1 (1.5%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.93	<ul style="list-style-type: none"> <li>■ 48 (73.8%) Distinguished</li> <li>■ 16 (24.6%) Proficient</li> <li>■ 1 (1.5%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10)	0.96	<ul style="list-style-type: none"> <li>■ 54 (83.1%) Distinguished</li> <li>■ 11 (16.9%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4)	The teacher candidate displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among	The teacher candidate displays knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's	The teacher candidate is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such	In planning and practice, the teacher candidate makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		<p>topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</p>	<p>plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. All enacted but with potential for growth.</p>	<p>knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>
2	<p>Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, &amp; 7)</p>	<p>The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several</p>	<p>The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from</p>	<p>The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may</p>	<p>The teacher candidate displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural</p>

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. All enacted but with potential for growth.	apply this knowledge not to individual students but to the class as a whole.	heritages—and does not indicate that such knowledge is valuable
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration.	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		are differentiated, in whatever way is needed, for individual students.	are differentiated, in whatever way is needed, for different groups of students. All enacted but with potential for growth.	Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	discipline or strand and are suitable for only some students.
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources. Enacted but with a potential for growth.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher candidate is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.
5	Danielson 1e: Designing coherent	The sequence of learning activities follows a coherent	Most of the learning activities are aligned with the instructional	Some of the learning activities and materials are aligned with the	Learning activities are poorly aligned with the instructional outcomes,

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7)	sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.	outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups. Enacted but with a potential for growth.	instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.
6	Danielson 1f: Designing student assessments	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	(CAEP 1, 2; InTASC 6)	work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.	have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Enacted but with potential for growth.	have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies,	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students'

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		<p>Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p>	<p>developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks. Enacted but with potential for growth.</p>	<p>favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</p>

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5)	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language. Enacted but with potential for growth.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a	The classroom culture is characterized by a lack of teacher candidate or student commitment to learning, and/ or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
				natural aptitude for the subject.	
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3)	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher candidate's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
			Enacted but with potential for growth.		
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventative. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective. Enacted but with potential for growth.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.
11	Danielson 2e: Organizing physical space	The classroom environment is safe, and learning is accessible to	The classroom is safe, and students have equal access to	The classroom is safe, and essential learning is accessible to most	The classroom environment is unsafe, or learning is not

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	(CAEP 1.1,1.4; InTASC 3)	all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively. Enacted but with potential for growth.	students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher candidate's explanation

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		<p>student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more</p>	<p>learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and</p>	<p>clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to</p>	<p>of the content contains major errors and does not include any explanation of strategies students might use. The teacher candidate's spoken or written language contains errors of grammar or syntax. The teacher candidate's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		general use. Students contribute to the correct use of academic vocabulary.	is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding. Enacted but with potential for growth.	explain academic vocabulary.	
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8)	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The	The teacher candidate's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher candidate and students is predominantly recitation style, with the teacher candidate mediating all questions and answers; the

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		themselves ensure that all voices are heard in the discussion.	appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. Enacted but with potential for growth.	teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	teacher candidate accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.
14	Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		<p>explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p>	<p>engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. Enacted but with potential for growth.</p>	<p>or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”</p>	<p>to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>
15	Danielson 3d: Using assessment in instruction	Assessment is fully integrated into instruction, through extensive use of	Students appear to be aware of the assessment criteria, and the teacher	Students appear to be only partially aware of the assessment criteria, and the	Students do not appear to be aware of the assessment criteria, and there is little or no

**Rubric**

Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	(CAEP 1.2; InTASC 6)	<p>formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual</p>	<p>monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. Enacted but with potential for growth.</p>	<p>teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>	<p>monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</p>

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		students' misunderstandings.			
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8)	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. Enacted but with potential for growth.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher candidate ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher candidate makes no attempt to adjust the lesson even when students don't understand the content

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught. Enacted but with potential for growth.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher candidate does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher candidate profoundly misjudges the success of a lesson. The teacher candidate has no suggestions for how a lesson could be improved
18	Danielson 4b: Maintaining accurate records	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and	The teacher's system for maintaining information on student completion of assignments, student	The teacher's system for maintaining information on student completion of assignments and	The teacher candidate's system for maintaining information on student completion of

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	(CAEP 1.2, 1.3, 1.5; InTASC 9)	non instructional records is fully effective. Students contribute information and participate in maintaining the records.	progress in learning, and non instructional records is fully effective. Enacted but with potential for growth.	student progress in learning is rudimentary and only partially effective. The teacher's records for non instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	assignments and student progress in learning is nonexistent or in disarray. The teacher candidate's records for non instructional activities are in disarray, the result being errors and confusion.
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover,	The teacher candidate provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher candidate does not respond, or responds

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		efforts to engage families in the instructional program are frequent and successful.	attempts to engage families in the instructional program. Enacted but with potential for growth.	the communication that does take place may not be culturally sensitive to those families.	insensitively, to parental concerns.
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. Enacted	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher candidate's relationships with colleagues are negative or self-serving. The teacher candidate avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher candidate avoids becoming involved in school events or school and district projects.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		and assuming a leadership role in at least one aspect of school or district life.	but with potential for growth.		
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and	The teacher candidate engages in no professional development activities to enhance knowledge or skill. The teacher candidate resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher candidate makes no effort to share knowledge with others or to assume professional responsibilities.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
			for ways to contribute to the profession. Enacted but with potential for growth.	contribute to the profession.	
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10)	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by	The teacher candidate displays dishonesty in interactions with colleagues, students, and the public. The teacher candidate is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher candidate makes decisions and recommendations that are based on self-serving interests. The teacher candidate does

**Rubric**

<b>Position</b>	<b>Row</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Unsatisfactory</b>
		honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.	regulations. Enacted but with potential for growth.	supervisors about complying with school and district regulations.	not comply with school and district regulations.





## EDI 685B GYO CI Clinical Internship Performance Evaluation Assessment




2025-04-17 - 2025-04-27




Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
EDI 685B GYO Secondary CI Clinical Internship Performance Evaluation Assessment	EDI 685 13 - HY - B: Secondary Ed-GTC-WMTC (W25) (GVEDI685.13.202520)	2	8	7	87.5	7	100
EDI 685B GYO Secondary CI Clinical Internship Performance Evaluation Assessment	EDI 685 14 & 15 - OL - A: Elementary Ed-Other GYO-GTC (W25) (GVEDI685.14_15.202520)	2	5	2	40	1	50




Summary Statistics					
Scored Evaluations	9	# Pass	8	Mean Score	18.36
Rows	22	% Pass	88.89	Median Score	18.25
Possible Item Scores	198	Highest Score	20	Std Dev	0.91
Actual Item Scores	198	Lowest Score	16.5	KR(20) / Cronbach Alpha	0.62




## Details




Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4)	0.86	<ul style="list-style-type: none"> <li><span style="color: #C00000;">■</span> 4 (44.4%) Distinguished</li> <li><span style="color: #FF8C00;">■</span> 5 (55.6%) Proficient</li> <li><span style="color: #FFD700;">■</span> 0 (0%) Developing</li> <li><span style="color: #DC143C;">■</span> 0 (0%) Unsatisfactory</li> </ul>	
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7)	0.86	<ul style="list-style-type: none"> <li><span style="color: #C00000;">■</span> 4 (44.4%) Distinguished</li> <li><span style="color: #FF8C00;">■</span> 5 (55.6%) Proficient</li> <li><span style="color: #FFD700;">■</span> 0 (0%) Developing</li> <li><span style="color: #DC143C;">■</span> 0 (0%) Unsatisfactory</li> </ul>	
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)	0.86	<ul style="list-style-type: none"> <li><span style="color: #C00000;">■</span> 4 (44.4%) Distinguished</li> <li><span style="color: #FF8C00;">■</span> 5 (55.6%) Proficient</li> <li><span style="color: #FFD700;">■</span> 0 (0%) Developing</li> <li><span style="color: #DC143C;">■</span> 0 (0%) Unsatisfactory</li> </ul>	
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)	0.89	<ul style="list-style-type: none"> <li><span style="color: #C00000;">■</span> 5 (55.6%) Distinguished</li> <li><span style="color: #FF8C00;">■</span> 4 (44.4%) Proficient</li> <li><span style="color: #FFD700;">■</span> 0 (0%) Developing</li> </ul>	




Details				
No	Row	Average	Levels Of Achievement	Distribution
			<ul style="list-style-type: none"> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7)	0.89	<ul style="list-style-type: none"> <li>■ 5 (55.6%) Distinguished</li> <li>■ 4 (44.4%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6)	0.83	<ul style="list-style-type: none"> <li>■ 3 (33.3%) Distinguished</li> <li>■ 6 (66.7%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)	0.89	<ul style="list-style-type: none"> <li>■ 5 (55.6%) Distinguished</li> <li>■ 4 (44.4%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5)	0.86	<ul style="list-style-type: none"> <li>■ 4 (44.4%) Distinguished</li> <li>■ 5 (55.6%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3)	0.83	<ul style="list-style-type: none"> <li>■ 3 (33.3%) Distinguished</li> <li>■ 6 (66.7%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)	0.78	<ul style="list-style-type: none"> <li>■ 2 (22.2%) Distinguished</li> <li>■ 6 (66.7%) Proficient</li> <li>■ 1 (11.1%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3)	0.89	<ul style="list-style-type: none"> <li>■ 5 (55.6%) Distinguished</li> <li>■ 4 (44.4%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	0.89	<ul style="list-style-type: none"> <li>■ 5 (55.6%) Distinguished</li> <li>■ 4 (44.4%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8)	0.64	<ul style="list-style-type: none"> <li>■ 0 (0%) Distinguished</li> <li>■ 5 (55.6%) Proficient</li> <li>■ 4 (44.4%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
14	Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	0.78	<ul style="list-style-type: none"> <li>■ 2 (22.2%) Distinguished</li> <li>■ 6 (66.7%) Proficient</li> <li>■ 1 (11.1%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6)	0.83	<ul style="list-style-type: none"> <li>■ 4 (44.4%) Distinguished</li> <li>■ 4 (44.4%) Proficient</li> <li>■ 1 (11.1%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8)	0.86	<ul style="list-style-type: none"> <li>■ 4 (44.4%) Distinguished</li> <li>■ 5 (55.6%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.94	<ul style="list-style-type: none"> <li>■ 7 (77.8%) Distinguished</li> <li>■ 2 (22.2%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.72	<ul style="list-style-type: none"> <li>■ 0 (0%) Distinguished</li> <li>■ 8 (88.9%) Proficient</li> <li>■ 1 (11.1%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)	0.75	<ul style="list-style-type: none"> <li>■ 1 (11.1%) Distinguished</li> <li>■ 7 (77.8%) Proficient</li> <li>■ 1 (11.1%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)	0.83	<ul style="list-style-type: none"> <li>■ 3 (33.3%) Distinguished</li> <li>■ 6 (66.7%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.86	<ul style="list-style-type: none"> <li>■ 4 (44.4%) Distinguished</li> <li>■ 5 (55.6%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10)	0.81	<ul style="list-style-type: none"> <li>■ 2 (22.2%) Distinguished</li> <li>■ 7 (77.8%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4)	The teacher candidate displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the	The teacher candidate displays knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. All enacted but with potential for growth.	The teacher candidate is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	In planning and practice, the teacher candidate makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		ability to anticipate student misconceptions.			
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7)	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. All enacted but with potential for growth.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher candidate displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students. All enacted but with potential for growth.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.
4	Danielson 1d: Demonstrating knowledge of	The teacher's knowledge of resources for classroom use and for	The teacher displays awareness of resources beyond	The teacher displays some awareness of resources beyond	The teacher candidate is unaware of resources to assist

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	resources (CAEP 1.1, 1.2; InTASC 10)	extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources. Enacted but with a potential for growth.	those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7)	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately,	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		with some opportunity for student choice.	differentiation for different groups of students and varied use of instructional groups. Enacted but with a potential for growth.	unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	activities and offer no variety.
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6)	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		formative assessment is well designed and includes student as well as teacher use of the assessment information.	to be used. Enacted but with potential for growth.		
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior,	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		are comfortable taking intellectual risks.	behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks. Enacted but with potential for growth.	with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5)	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a	The classroom culture is characterized by a lack of teacher candidate or student commitment to learning, and/ or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.	effort to learn. Classroom interactions support learning, hard work, and the precise use of language. Enacted but with potential for growth.	task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3)	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher candidate's management of

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.	handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class. Enacted but with potential for growth.	handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties	instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		preventative. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	respectful to students and is effective. Enacted but with potential for growth.	behavior and respond to student misbehavior.	disrespectful of student dignity.
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3)	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively. Enacted but with potential for growth.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		the physical environment to advance learning.			
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher candidate's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher candidate's spoken or written language contains errors of grammar or syntax. The teacher candidate's academic vocabulary is inappropriate, vague,

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.	focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding. Enacted but with potential for growth.	use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	or used incorrectly, leaving students confused.
13	Danielson 3b: Using questioning and	The teacher uses a variety or series of questions or prompts to	While the teacher may use some low-level questions, he poses	The teacher's questions lead students through a	The teacher candidate's questions are of low cognitive

**Rubric**

Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	<p>discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8)</p>	<p>challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another’s thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>	<p>questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. Enacted but with potential for growth.</p>	<p>single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p>	<p>challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher candidate and students is predominantly recitation style, with the teacher candidate mediating all questions and answers; the teacher candidate accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p>

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
14	Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.	appropriate, providing most students the time needed to be intellectually engaged. Enacted but with potential for growth.	many students have a considerable amount of “downtime.”	
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6)	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.	Enacted but with potential for growth.		
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8)	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher candidate ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher candidate makes no attempt to adjust the lesson even

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.	are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. Enacted but with potential for growth.		when students don't understand the content
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher candidate does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher candidate profoundly misjudges the success of a lesson. The teacher candidate has no suggestions for how a lesson could be improved

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		the probable success of different courses of action.	Enacted but with potential for growth.		
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9)	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non instructional records is fully effective. Students contribute information and participate in maintaining the records.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non instructional records is fully effective. Enacted but with potential for growth.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher candidate's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher candidate's records for non instructional activities are in disarray, the result being errors and confusion.
19	Danielson 4c: Communicating	The teacher communicates	The teacher provides frequent and	The teacher makes sporadic attempts to	The teacher candidate provides little

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	with families (CAEP 1.1, 1.2; InTASC 10)	frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.	appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program. Enacted but with potential for growth.	communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher candidate does not respond, or responds insensitively, to parental concerns.
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry	The teacher candidate's relationships with colleagues are negative or self-serving. The teacher candidate avoids participation in a professional culture of inquiry, resisting

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.	inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. Enacted but with potential for growth.	when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	opportunities to become involved. The teacher candidate avoids becoming involved in school events or school and district projects.
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in	The teacher candidate engages in no professional development activities to enhance knowledge or skill. The teacher candidate resists feedback on teaching performance from either supervisors or

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		teacher initiates important activities to contribute to the profession.	supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession. Enacted but with potential for growth.	professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	more experienced colleagues. The teacher candidate makes no effort to share knowledge with others or to assume professional responsibilities.
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10)	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill	The teacher candidate displays dishonesty in interactions with colleagues, students, and the public. The teacher candidate is not alert to students' needs and contributes to school practices that result in some students

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		<p>when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>	<p>all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations. Enacted but with potential for growth.</p>	<p>served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</p>	<p>being ill served by the school. The teacher candidate makes decisions and recommendations that are based on self-serving interests. The teacher candidate does not comply with school and district regulations.</p>







## EDI 685B CI Clinical Internship Performance Evaluation Assessment





2025-04-24 - 2025-04-29




Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
EDI 685B PK-3 & 3-6 CI Clinical Internship Performance Evaluation Assessment	EDI 685 Elementary & Secondary GTC Seminar -W25 (GVEDI685.09-10.202520)	4	12	10	83.33	7	70
EDI 685B Secondary CI Clinical Internship Performance Evaluation Assessment	EDI 685 Elementary & Secondary GTC Seminar -W25 (GVEDI685.09-10.202520)	4	12	2	16.67	2	100





Summary Statistics					
Scored Evaluations	12	# Pass	9	Mean Score	18.5
Rows	22	% Pass	75	Median Score	18.25
Possible Item Scores	264	Highest Score	22	Std Dev	2.03
Actual Item Scores	264	Lowest Score	14.5	KR(20) / Cronbach Alpha	0.94




Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4)	0.88	<ul style="list-style-type: none"> <li>■ 6 (50%) Distinguished</li> <li>■ 6 (50%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
2	Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7)	0.85	<ul style="list-style-type: none"> <li>■ 5 (41.7%) Distinguished</li> <li>■ 7 (58.3%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)	0.81	<ul style="list-style-type: none"> <li>■ 4 (33.3%) Distinguished</li> <li>■ 7 (58.3%) Proficient</li> <li>■ 1 (8.3%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)	0.88	<ul style="list-style-type: none"> <li>■ 6 (50%) Distinguished</li> <li>■ 6 (50%) Proficient</li> <li>■ 0 (0%) Developing</li> </ul>	


Details				
No	Row	Average	Levels Of Achievement	Distribution
			<ul style="list-style-type: none"> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
5	Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7)	0.83	<ul style="list-style-type: none"> <li>■ 5 (41.7%) Distinguished</li> <li>■ 6 (50%) Proficient</li> <li>■ 1 (8.3%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6)	0.77	<ul style="list-style-type: none"> <li>■ 2 (16.7%) Distinguished</li> <li>■ 9 (75%) Proficient</li> <li>■ 1 (8.3%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)	0.92	<ul style="list-style-type: none"> <li>■ 8 (66.7%) Distinguished</li> <li>■ 4 (33.3%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5)	0.92	<ul style="list-style-type: none"> <li>■ 8 (66.7%) Distinguished</li> <li>■ 4 (33.3%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3)	0.83	<ul style="list-style-type: none"> <li>■ 5 (41.7%) Distinguished</li> <li>■ 6 (50%) Proficient</li> <li>■ 1 (8.3%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)	0.83	<ul style="list-style-type: none"> <li>■ 5 (41.7%) Distinguished</li> <li>■ 6 (50%) Proficient</li> <li>■ 1 (8.3%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3)	0.83	<ul style="list-style-type: none"> <li>■ 4 (33.3%) Distinguished</li> <li>■ 8 (66.7%) Proficient</li> <li>■ 0 (0%) Developing</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
			<ul style="list-style-type: none"> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	0.83	<ul style="list-style-type: none"> <li>■ 4 (33.3%) Distinguished</li> <li>■ 8 (66.7%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8)	0.81	<ul style="list-style-type: none"> <li>■ 4 (33.3%) Distinguished</li> <li>■ 7 (58.3%) Proficient</li> <li>■ 1 (8.3%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
14	Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	0.9	<ul style="list-style-type: none"> <li>■ 7 (58.3%) Distinguished</li> <li>■ 5 (41.7%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6)	0.81	<ul style="list-style-type: none"> <li>■ 3 (25%) Distinguished</li> <li>■ 9 (75%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8)	0.83	<ul style="list-style-type: none"> <li>■ 5 (41.7%) Distinguished</li> <li>■ 6 (50%) Proficient</li> <li>■ 1 (8.3%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.88	<ul style="list-style-type: none"> <li>■ 6 (50%) Distinguished</li> <li>■ 6 (50%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.79	<ul style="list-style-type: none"> <li>■ 3 (25%) Distinguished</li> <li>■ 8 (66.7%) Proficient</li> <li>■ 1 (8.3%) Developing</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
			<ul style="list-style-type: none"> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)	0.71	<ul style="list-style-type: none"> <li>■ 1 (8.3%) Distinguished</li> <li>■ 8 (66.7%) Proficient</li> <li>■ 3 (25%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)	0.81	<ul style="list-style-type: none"> <li>■ 5 (41.7%) Distinguished</li> <li>■ 5 (41.7%) Proficient</li> <li>■ 2 (16.7%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)	0.9	<ul style="list-style-type: none"> <li>■ 7 (58.3%) Distinguished</li> <li>■ 5 (41.7%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10)	0.88	<ul style="list-style-type: none"> <li>■ 7 (58.3%) Distinguished</li> <li>■ 4 (33.3%) Proficient</li> <li>■ 1 (8.3%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
1	Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4)	The teacher candidate displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among	The teacher candidate displays knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's	The teacher candidate is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such	In planning and practice, the teacher candidate makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		<p>topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</p>	<p>plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. All enacted but with potential for growth.</p>	<p>knowledge may be inaccurate or incomplete. The teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>
2	<p>Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, &amp; 7)</p>	<p>The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several</p>	<p>The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from</p>	<p>The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may</p>	<p>The teacher candidate displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural</p>

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. All enacted but with potential for growth.	apply this knowledge not to individual students but to the class as a whole.	heritages—and does not indicate that such knowledge is valuable
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1)	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration.	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		are differentiated, in whatever way is needed, for individual students.	are differentiated, in whatever way is needed, for different groups of students. All enacted but with potential for growth.	Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	discipline or strand and are suitable for only some students.
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10)	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources. Enacted but with a potential for growth.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher candidate is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.
5	Danielson 1e: Designing coherent	The sequence of learning activities follows a coherent	Most of the learning activities are aligned with the instructional	Some of the learning activities and materials are aligned with the	Learning activities are poorly aligned with the instructional outcomes,

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7)	sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.	outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups. Enacted but with a potential for growth.	instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.
6	Danielson 1f: Designing student assessments	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	(CAEP 1, 2; InTASC 6)	work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.	have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Enacted but with potential for growth.	have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.
7	Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3)	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies,	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students'

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		<p>Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p>	<p>developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks. Enacted but with potential for growth.</p>	<p>favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</p>

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5)	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language. Enacted but with potential for growth.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a	The classroom culture is characterized by a lack of teacher candidate or student commitment to learning, and/ or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
				natural aptitude for the subject.	
9	Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3)	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher candidate's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
			Enacted but with potential for growth.		
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3)	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventative. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective. Enacted but with potential for growth.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.
11	Danielson 2e: Organizing physical space	The classroom environment is safe, and learning is accessible to	The classroom is safe, and students have equal access to	The classroom is safe, and essential learning is accessible to most	The classroom environment is unsafe, or learning is not

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	(CAEP 1.1,1.4; InTASC 3)	all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively. Enacted but with potential for growth.	students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.
12	Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5)	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher candidate's explanation

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		<p>student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more</p>	<p>learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and</p>	<p>clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to</p>	<p>of the content contains major errors and does not include any explanation of strategies students might use. The teacher candidate's spoken or written language contains errors of grammar or syntax. The teacher candidate's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		general use. Students contribute to the correct use of academic vocabulary.	is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding. Enacted but with potential for growth.	explain academic vocabulary.	
13	Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8)	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The	The teacher candidate's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher candidate and students is predominantly recitation style, with the teacher candidate mediating all questions and answers; the

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		themselves ensure that all voices are heard in the discussion.	appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. Enacted but with potential for growth.	teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	teacher candidate accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.
14	Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8)	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		<p>explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p>	<p>engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. Enacted but with potential for growth.</p>	<p>or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”</p>	<p>to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>
15	Danielson 3d: Using assessment in instruction	Assessment is fully integrated into instruction, through extensive use of	Students appear to be aware of the assessment criteria, and the teacher	Students appear to be only partially aware of the assessment criteria, and the	Students do not appear to be aware of the assessment criteria, and there is little or no

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	(CAEP 1.2; InTASC 6)	<p>formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual</p>	<p>monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. Enacted but with potential for growth.</p>	<p>teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>	<p>monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</p>

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		students' misunderstandings.			
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8)	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. Enacted but with potential for growth.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher candidate ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher candidate makes no attempt to adjust the lesson even when students don't understand the content

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9)	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught. Enacted but with potential for growth.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher candidate does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher candidate profoundly misjudges the success of a lesson. The teacher candidate has no suggestions for how a lesson could be improved
18	Danielson 4b: Maintaining accurate records	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and	The teacher's system for maintaining information on student completion of assignments, student	The teacher's system for maintaining information on student completion of assignments and	The teacher candidate's system for maintaining information on student completion of

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	(CAEP 1.2, 1.3, 1.5; InTASC 9)	non instructional records is fully effective. Students contribute information and participate in maintaining the records.	progress in learning, and non instructional records is fully effective. Enacted but with potential for growth.	student progress in learning is rudimentary and only partially effective. The teacher's records for non instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	assignments and student progress in learning is nonexistent or in disarray. The teacher candidate's records for non instructional activities are in disarray, the result being errors and confusion.
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10)	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover,	The teacher candidate provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher candidate does not respond, or responds

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		efforts to engage families in the instructional program are frequent and successful.	attempts to engage families in the instructional program. Enacted but with potential for growth.	the communication that does take place may not be culturally sensitive to those families.	insensitively, to parental concerns.
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10)	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. Enacted	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher candidate's relationships with colleagues are negative or self-serving. The teacher candidate avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher candidate avoids becoming involved in school events or school and district projects.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		and assuming a leadership role in at least one aspect of school or district life.	but with potential for growth.		
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9)	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and	The teacher candidate engages in no professional development activities to enhance knowledge or skill. The teacher candidate resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher candidate makes no effort to share knowledge with others or to assume professional responsibilities.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
			for ways to contribute to the profession. Enacted but with potential for growth.	contribute to the profession.	
22	Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10)	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by	The teacher candidate displays dishonesty in interactions with colleagues, students, and the public. The teacher candidate is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher candidate makes decisions and recommendations that are based on self-serving interests. The teacher candidate does

**Rubric**

<b>Position</b>	<b>Row</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Unsatisfactory</b>
		honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.	regulations. Enacted but with potential for growth.	supervisors about complying with school and district regulations.	not comply with school and district regulations.

# EDS 470 CI Clinical Internship Performance Evaluation of Student EDS 470




EDS 470 CI Clinical Internship Performance Evaluation on Student EDS 470



2025-04-25 - 2025-04-27




Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
EDS 470 CI Clinical Internship Performance Evaluation on Student EDS 470	EDS 470 01 - IP - Directed Teaching in Early Childhood Developmental Delay (W25) (GVEDS470.01.202520)	2	8	8	100	0	0



Summary Statistics					
Scored Evaluations	8	# Pass	0	Mean Score	15.72
Rows	22	% Pass	0	Median Score	15
Possible Item Scores	176	Highest Score	17.25	Std Dev	1.35
Actual Item Scores	176	Lowest Score	13.5	KR(20) / Cronbach Alpha	0.87

**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: P1k; L3, L4, L6-17; M2, M5-M20; S3-7; SS 1-5 CTP 2 MDE BK: FC1d, f, g, j, k, l; WCD2i; WCD3a, b, j; WCD4a; IT1ae; L4a-d; M4a-3; S1, S2, S3, S4; SS1	0.75	<ul style="list-style-type: none"> <li>0 (0%) Distinguished</li> <li>8 (100%) Proficient</li> <li>0 (0%) Developing</li> <li>0 (0%) Unsatisfactory</li> </ul>	
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 MDE BK:FC1 a, b, c, e, h, p; FC3a-e; FC4a; WCD1d, e; WCD2 b, c, d, e; NIE2b; IT1a-c	0.75	<ul style="list-style-type: none"> <li>0 (0%) Distinguished</li> <li>8 (100%) Proficient</li> <li>0 (0%) Developing</li> <li>0 (0%) Unsatisfactory</li> </ul>	
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1) MDE: P1h, n; L1, L2, L3; M2, M3, M4; S5, S7 MDE BK: FC2c, NIE2e, L3d, f; M2b, SS1a	0.69	<ul style="list-style-type: none"> <li>0 (0%) Distinguished</li> <li>6 (75%) Proficient</li> <li>2 (25%) Developing</li> <li>0 (0%) Unsatisfactory</li> </ul>	



Details				
No	Row	Average	Levels Of Achievement	Distribution
			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 MDE BK:Ri, k; M2a; S8a	0.72	■ 0 (0%) Distinguished ■ 7 (87.5%) Proficient ■ 1 (12.5%) Developing ■ 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 MDE BK: FC1g, m; IT2A-H; L7b; M2b	0.81	■ 3 (37.5%) Distinguished ■ 4 (50%) Proficient ■ 1 (12.5%) Developing ■ 0 (0%) Unsatisfactory	

Details				
No	Row	Average	Levels Of Achievement	Distribution
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6) MDE: P1n, P2b; L3, L4-L17 (c); M3; S7 CTP 15 MDE BK: FC1f; FC2a-d; FC3d; NIE2a; L3e; M3b,c; M7e; M19f; M23c, S7b, e	0.59	<ul style="list-style-type: none"> <li>0 (0%) Distinguished</li> <li>3 (37.5%) Proficient</li> <li>5 (62.5%) Developing</li> <li>0 (0%) Unsatisfactory</li> </ul>	
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 MDE BK:FC1d, e, p; FC3a-g; FC4a-c; WCD2f; WCD4 h, l, m, s, t; NIE1a, b; IT1b, IT3a-m; L1f; L2a-e; M1a; SS1d; SS2l	0.84	<ul style="list-style-type: none"> <li>4 (50%) Distinguished</li> <li>3 (37.5%) Proficient</li> <li>1 (12.5%) Developing</li> <li>0 (0%) Unsatisfactory</li> </ul>	
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 MDE BK: FC1d, m, n; FC4d; WCD4 m-v; NIE1i, d; NIE2h; L3f; M2a	0.75	<ul style="list-style-type: none"> <li>1 (12.5%) Distinguished</li> <li>6 (75%) Proficient</li> <li>1 (12.5%) Developing</li> </ul>	




Details				
No	Row	Average	Levels Of Achievement	Distribution
			Developing ■ 0 (0%) Unsatisfactory	
9	Danielson 2c Managing classroom procedures (CAEP 1.4; InTASC 3) MDE: P1d, e; L1; M2; S7, S8 CTP 9 MDE BK:FC1d, l; FC4e; WCD4 k, r; NIE1 d, f, g; NIE2i; L18d; M4b, d; SS3c	0.66	■ 0 (0%) Distinguished ■ 5 (62.5%) Proficient ■ 3 (37.5%) Developing ■ 0 (0%) Unsatisfactory	
10	Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3) MDE: P1d, e, f, m, n MDE BK: FC1c, h, l, n; FC4 d, e, f, g; WCD2 e, g; WCD4c, e, g, l, k, r, x, y; L5; SS1b, g	0.66	■ 0 (0%) Distinguished ■ 5 (62.5%) Proficient ■ 3 (37.5%) Developing ■ 0 (0%) Unsatisfactory	



**Details**

No	Row	Average	Levels Of Achievement	Distribution
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3) MDE: P1d, e, g, h, j, o, p; L1; M4; MDE BK: NIE1c-f, j-n; IT1b; L1 a-e; M4d	0.78	<ul style="list-style-type: none"> <li>■ 3 (37.5%) Distinguished</li> <li>■ 3 (37.5%) Proficient</li> <li>■ 2 (25%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
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 MDE BK: FC1o; WCD4r-w; IT3a, f, l; M13; SS2b, d, i	0.72	<ul style="list-style-type: none"> <li>■ 0 (0%) Distinguished</li> <li>■ 7 (87.5%) Proficient</li> <li>■ 1 (12.5%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
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 MDE BK: FC1h; IT3c, j; L1d; L16c; M5b; M8c; M10b; M12b; M13b; M14c; M16a; M17b; S2a; S6c; SS3b; SS4c	0.72	<ul style="list-style-type: none"> <li>■ 0 (0%) Distinguished</li> <li>■ 7 (87.5%) Proficient</li> <li>■ 1 (12.5%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	



Details				
No	Row	Average	Levels Of Achievement	Distribution
			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 MDE BK: FC1c, f, g, h, l, j, k, l, n; WCD2h, l; WCD3 b, c, d, e, g, h; IT1c, d, e; IT2a-h; L1f-k; L3a-h; M5-24; S5-8; SS3-6	0.81	■ 2 (25%) Distinguished ■ 6 (75%) 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 MDE BK: FC1f, m; FC2a-f; FC3d; NIE2a; L3e; L4c; M3b-d; S7b, e, f	0.53	■ 0 (0%) Distinguished ■ 1 (12.5%) Proficient ■ 7 (87.5%) Developing ■ 0 (0%) Unsatisfactory	

**Details**

No	Row	Average	Levels Of Achievement	Distribution
16	Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8) MDE: P1d, g, h, i, j, l, P2c, P3b, d, e, f MDE BK: FC1 c, d, m; FC3d; WCD2 k, f; WCD4 f, u; IT1e; IT3c; NIE1l; L1h; L2; L18; S7f; SS1a	0.75	<ul style="list-style-type: none"> <li>■ 2 (25%) Distinguished</li> <li>■ 4 (50%) Proficient</li> <li>■ 2 (25%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
17	Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9) MDE: P2c, d MDE BK:FC3 e, f; FC5 b, c; WCD 4c	0.84	<ul style="list-style-type: none"> <li>■ 3 (37.5%) Distinguished</li> <li>■ 5 (62.5%) Proficient</li> <li>■ 0 (0%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9) MDE: P1i, P2c MDE BK: FC2a; FC5e;	0.63	<ul style="list-style-type: none"> <li>■ 0 (0%) Distinguished</li> <li>■ 4 (50%) Proficient</li> <li>■ 4 (50%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
			Developing ■ 0 (0%) Unsatisfactory	
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10) MDE: P3a, c, d; M1 CTP 12 MDE BK: FC1p; FC2c, e; FC3a; WCD3f; WCD4d; Ra-i, l; NIE1o; NIE2c, l, j; L1c; L4d; M1b; SS3d	0.56	■ 0 (0%) Distinguished ■ 2 (25%) Proficient ■ 6 (75%) Developing ■ 0 (0%) Unsatisfactory	
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10) MDE: P1i, P2d, P3e, f; MDE BK: FC5c; Ri; SS5g	0.72	■ 0 (0%) Distinguished ■ 7 (87.5%) Proficient ■ 1 (12.5%) Developing ■ 0 (0%) Unsatisfactory	

## Details

No	Row	Average	Levels Of Achievement	Distribution
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9) MDE: P2d MDE BK: FC5 b, f; NIE2f	0.72	<ul style="list-style-type: none"> <li>■ 0 (0%) Distinguished</li> <li>■ 7 (87.5%) Proficient</li> <li>■ 1 (12.5%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
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 MDE BK: FC1p; FC5d, g; WCD 2k; Rb, j; NIE1o; NIE2g;	0.72	<ul style="list-style-type: none"> <li>■ 0 (0%) Distinguished</li> <li>■ 7 (87.5%) Proficient</li> <li>■ 1 (12.5%) Developing</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
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 MDE BK: FC1d, f, g, j, k, l; WCD2i; WCD3a, b, j; WCD4a; IT1ae; L4a-d; M4a-3; S1, S2, S3, S4; SS1	The teacher candidate displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate	The teacher candidate displays knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. All enacted but with potential for growth.	The teacher candidate is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	In planning and practice, the teacher candidate makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		student misconceptions.			
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 MDE BK:FC1 a, b, c, e, h, p; FC3a-e; FC4a; WCD1d, e; WCD2 b, c, d, e; NIE2b; IT1a-c	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. All enacted but with potential for growth.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher candidate displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
3	Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1) MDE: P1h, n; L1, L2, L3; M2, M3, M4; S5, S7 MDE BK: FC2c, NIE2e, L3d, f; M2b, SS1a	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students. All enacted but with potential for growth.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
4	Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10) MDE: P2c, d, P3b, e, f; M1; S8 MDE BK:Ri, k; M2a; S8a	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources. Enacted but with a potential for growth.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher candidate is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.
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	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students.	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity,

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	MDE BK: FC1g, m; IT2A-H; L7b; M2b	differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.	allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups. Enacted but with a potential for growth.	Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.
6	Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6) MDE: P1n, P2b; L3, L4-L17 (c); M3; S7 CTP 15 MDE BK: FC1f; FC2a-d; FC3d; NIE2a; L3e; M3b,c; M7e; M19f; M23c, S7b, e	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary,	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		<p>been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p>	<p>strategy for using formative assessment and has designed particular approaches to be used. Enacted but with potential for growth.</p>	<p>including only some of the instructional outcomes.</p>	<p>assessment in the lesson or unit.</p>
7	<p>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 MDE BK:FC1d, e, p; FC3a-g; FC4a-c; WCD2f; WCD4 h, l, m, s, t; NIE1a, b;</p>	<p>Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful,</p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely</p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by</p>

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	IT1b, IT3a-m; L1f; L2a-e; M1a; SS1d; SS2I	the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.	and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks. Enacted but with potential for growth.	demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.
8	Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5) MDE: P1d, e, f, h, j, q; L1,	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears	The classroom culture is characterized by a lack of teacher candidate or student commitment to learning, and/ or little

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	L2, L3; M2, M4; S7, S8 MDE BK: FC1d, m, n; FC4d; WCD4 m-v; NIE1i, d; NIE2h; L3f; M2a	high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.	norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language. Enacted but with potential for growth.	to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.
9	Danielson 2c Managing	Instructional time is maximized due to	There is little loss of instructional time due	Some instructional time is lost due to	Much instructional time is lost due to

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	classroom procedures (CAEP 1.4; InTASC 3) MDE: P1d, e; L1; M2; S7, S8 CTP 9 MDE BK:FC1d, l; FC4e; WCD4 k, r; NIE1 d, f, g; NIE2i; L18d; M4b, d; SS3c	efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.	to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class. Enacted but with potential for growth.	partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.	inefficient classroom routines and procedures. There is little or no evidence of the teacher candidate's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.
10	Danielson 2d: Managing student	Student behavior is entirely appropriate.	Student behavior is generally appropriate.	Standards of conduct appear to have been	There appear to be no established standards

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	behavior (CAEP 1.1, 1.4; InTASC 3) MDE: P1d, e, f, m, n MDE BK: FC1c, h, l, n; FC4 d, e, f, g; WCD2 e, g; WCD4c, e, g, l, k, r, x, y; L5; SS1b, g	Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventative. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective. Enacted but with potential for growth.	established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.
11	Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3) MDE: P1d, e, g, h, j, o, p; L1; M4; MDE BK: NIE1c-f, j-	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	n; IT1b; L1 a-e; M4d	physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	learning activities and uses physical resources, including computer technology, effectively. Enacted but with potential for growth.	teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	resources, including computer technology, and the lesson activities.
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 MDE BK: FC1o;	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher candidate's explanation of the content contains major errors and does not include any

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	WCD4r-w; IT3a, f, l; M13; SS2b, d, i	<p>clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the</p>	<p>teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary</p>	<p>contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</p>	<p>explanation of strategies students might use. The teacher candidate's spoken or written language contains errors of grammar or syntax. The teacher candidate's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		correct use of academic vocabulary.	is precise and serves to extend student understanding. Enacted but with potential for growth.		
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 MDE BK: FC1h; IT3c, j; L1d; L16c; M5b; M8c; M10b; M12b; M13b; M14c; M16a; M17b; S2a; S6c; SS3b; SS4c	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to	The teacher candidate's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher candidate and students is predominantly recitation style, with the teacher candidate mediating all questions and answers; the teacher candidate accepts all contributions without

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
			successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. Enacted but with potential for growth.	respond to one another, and to explain their thinking, with uneven results.	asking students to explain their reasoning. Only a few students participate in the discussion.
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 MDE BK: FC1c, f, g, h, l, j, k, l, n; WCD2h, l; WCD3 b, c, d, e, g, h; IT1c, d, e; IT2a-h; L1f-k; L3a-h; M5-24; S5-8; SS3-6	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace

Rubric					
Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
		contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.	challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. Enacted but with potential for growth.	suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”	of the lesson is too slow or rushed.
15	Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6) MDE: P1h, i, n, P3d; L3, L4-L17 (c);	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning;

**Rubric**

Position	Row	Distinguished	Proficient	Developing	Unsatisfactory
	M3; S6, S7 CTP 3 MDE BK: FC1f, m; FC2a-f; FC3d; NIE2a; L3e; L4c; M3b-d; S7b, e, f	aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.	students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. Enacted but with potential for growth.	the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	feedback is absent or of poor quality. Students do not engage in self- or peer assessment.

Rubric					
Position	Row	Distinguished	Proficient	Developing	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 MDE BK: FC1 c, d, m; FC3d; WCD2 k, f; WCD4 f, u; IT1e; IT3c; NIE1l; L1h; L2; L18; S7f; SS1a	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. Enacted but with potential for growth.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher candidate ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher candidate makes no attempt to adjust the lesson even when students don't understand the content.
17	Danielson 4a: Reflecting on teaching (CAEP 1.2,	The teacher makes a thoughtful and accurate assessment of a lesson's	The teacher makes an accurate assessment of a lesson's	The teacher has a generally accurate impression of a	The teacher candidate does not know whether a lesson was

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	1.3, 1.5; InTASC 9) MDE: P2c, d MDE BK:FC3 e, f; FC5 b, c; WCD 4c	effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught. Enacted but with potential for growth.	lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	effective or achieved its instructional outcomes, or the teacher candidate profoundly misjudges the success of a lesson. The teacher candidate has no suggestions for how a lesson could be improved.
18	Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9) MDE:	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non instructional	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non instructional	The teacher's system for maintaining information on student completion of assignments and student progress in learning is	The teacher candidate's system for maintaining information on student completion of assignments and student progress in

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	P1i, P2c MDE BK: FC2a; FC5e;	records is fully effective. Students contribute information and participate in maintaining the records.	records is fully effective. Enacted but with potential for growth.	rudimentary and only partially effective. The teacher's records for non instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	learning is nonexistent or in disarray. The teacher candidate's records for non instructional activities are in disarray, the result being errors and confusion.
19	Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10) MDE: P3a, c, d; M1 CTP 12 MDE BK: FC1p; FC2c, e; FC3a; WCD3f; WCD4d; Ra-i, l; NIE1o; NIE2c, l, j; L1c; L4d; M1b; SS3d	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that	The teacher candidate provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher candidate does not respond, or responds

Rubric					
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		instructional program are frequent and successful.	to engage families in the instructional program. Enacted but with potential for growth.	does take place may not be culturally sensitive to those families.	insensitively, to parental concerns.
20	Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10) MDE: P1i, P2d, P3e, f; MDE BK: FC5c; Ri; SS5g	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. Enacted	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher candidate's relationships with colleagues are negative or self-serving. The teacher candidate avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher candidate avoids becoming involved in school events or school and district projects.

Rubric					
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		and assuming a leadership role in at least one aspect of school or district life.	but with potential for growth.		
21	Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9) MDE: P2d MDE BK: FC5 b, f; NIE2f	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and	The teacher candidate engages in no professional development activities to enhance knowledge or skill. The teacher candidate resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher candidate makes no effort to share knowledge with others or to assume professional responsibilities.

Rubric					
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			for ways to contribute to the profession. Enacted but with potential for growth.	contribute to the profession.	
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 MDE BK: FC1p; FC5d, g; WCD 2k; Rb, j; NIE1o; NIE2g;	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be	The teacher candidate displays dishonesty in interactions with colleagues, students, and the public. The teacher candidate is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher candidate makes decisions and recommendations that are based on self-serving interests. The teacher candidate does not comply with

**Rubric**

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		<p>honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>	<p>with school and district regulations. Enacted but with potential for growth.</p>	<p>reminded by supervisors about complying with school and district regulations.</p>	<p>school and district regulations.</p>