Assessment Report: EDI 330 - Teacher Assisting - Elementary

GVSU Teacher Assisting Practicum Performance Evaluation (PPE) Rubric (updated 6/1/2017)

Report Criteria

Semesters (bolded if contributing data)
- **Fall 2017**
- **Winter 2018**

Course
- EDI 330 - Teacher Assisting - Elementary

Assignment
- GVSU Teacher Assisting Practicum Performance Evaluation (PPE) Rubric (updated 6/1/2017)

Assessment Type
- COE Instructor

GVSU Teacher Assisting Practicum Performance Evaluation Rubric

Measure	Developing (3)	Novice (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
InTASC 1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development. **INTASC-2013.1.a** **INTASC-2013.1**	**88.52 %** *(108 / 122)*	**10.66 %** *(13 / 122)*	**0.82 %** *(1 / 122)*	2.935	2.877	0.352
InTASC 1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/ her learning. **INTASC-2013.1.b** **INTASC-2013.1**	**92.62 %** *(113 / 122)*	**6.56 %** *(8 / 122)*	**0.82 %** *(1 / 122)*	2.960	2.918	0.303
InTASC 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. **INTASC-2013.1.c** **INTASC-2013.1**	**77.55 %** *(76 / 98)*	**21.43 %** *(21 / 98)*	**1.02 %** *(1 / 98)*	2.855	2.765	0.447

Measure	Developing (3)	Novice (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
InTASC 2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. **INTASC-2013.2.a** **INTASC-2013.2**	**75.41 %** *(92 / 122)*	**23.77 %** *(29 / 122)*	**0.82 %** *(1 / 122)*	2.837	2.746	0.454
InTASC 2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs. **INTASC-2013.2.b** **INTASC-2013.2**	**74.59 %** *(91 / 122)*	**24.59 %** *(30 / 122)*	**0.82 %** *(1 / 122)*	2.830	2.738	0.458
InTASC 2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. **INTASC-2013.2.c** **INTASC-2013.2**	**85.32 %** *(93 / 109)*	**12.84 %** *(14 / 109)*	**1.83 %** *(2 / 109)*	2.914	2.835	0.418
InTASC 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. **INTASC-2013.3.a** **INTASC-2013.3**	**66.07 %** *(74 / 112)*	**32.14 %** *(36 / 112)*	**1.79 %** *(2 / 112)*	2.743	2.643	0.515
InTASC 3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. **INTASC-2013.3** **INTASC-2013.3.c**	**73.95 %** *(88 / 119)*	**26.05 %** *(31 / 119)*	**0.00 %** *(0 / 119)*	2.824	2.739	0.439

Measure	Developing (3)	Novice (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
InTASC 3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. **INTASC-2013.3.d** **INTASC-2013.3**	**85.25 %** *(104 / 122)*	**13.11 %** *(16 / 122)*	**1.64 %** *(2 / 122)*	2.913	2.836	0.412
4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. **INTASC-2013.4.a** **INTASC-2013.4**	**72.73 %** *(88 / 121)*	**26.45 %** *(32 / 121)*	**0.83 %** *(1 / 121)*	2.813	2.719	0.468
4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. **INTASC-2013.4.b** **INTASC-2013.4**	**77.05 %** *(94 / 122)*	**22.13 %** *(27 / 122)*	**0.82 %** *(1 / 122)*	2.851	2.762	0.445
4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. **InTASC-2013.4** **INTASC-2013.4.d**	**86.89 %** *(106 / 122)*	**12.30 %** *(15 / 122)*	**0.82 %** *(1 / 122)*	2.925	2.861	0.369
5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy). **INTASC-2013.5.b** **INTASC-2013.5**	**42.27 %** *(41 / 97)*	**56.70 %** *(55 / 97)*	**1.03 %** *(1 / 97)*	2.364	2.412	0.513
5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts. **INTASC-2013.5** **INTASC-2013.5.d**	**47.71 %** *(52 / 109)*	**50.46 %** *(55 / 109)*	**1.83 %** *(2 / 109)*	2.455	2.459	0.534

Measure	Developing (3)	Novice (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work. **INTASC-2013.5** **INTASC-2013.5.f**	**76.36 %** *(84 / 110)*	**21.82 %** *(24 / 110)*	**1.82 %** *(2 / 110)*	2.845	2.745	0.476
6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning. **INTASC-2013.6** **INTASC-2013.6.a**	**78.69 %** *(96 / 122)*	**21.31 %** *(26 / 122)*	**0.00 %** *(0 / 122)*	2.865	2.787	0.410
6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. **INTASC-2013.6.e** **INTASC-2013.6**	**82.79 %** *(101 / 122)*	**17.21 %** *(21 / 122)*	**0.00 %** *(0 / 122)*	2.896	2.828	0.377
6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. **INTASC-2013.6** **INTASC-2013.6.g**	**68.85 %** *(84 / 122)*	**30.33 %** *(37 / 122)*	**0.82 %** *(1 / 122)*	2.774	2.680	0.484
7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. **INTASC-2013.7** **INTASC-2013.7.a**	**81.82 %** *(99 / 121)*	**17.36 %** *(21 / 121)*	**0.83 %** *(1 / 121)*	2.889	2.810	0.413
7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. **INTASC-2013.7.b** **INTASC-2013.7**	**79.51 %** *(97 / 122)*	**19.67 %** *(24 / 122)*	**0.82 %** *(1 / 122)*	2.871	2.787	0.429

Measure	Developing (3)	Novice (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. **INTASC-2013.7** **INTASC-2013.7.d**	**66.36 %** *(71 / 107)*	**32.71 %** *(35 / 107)*	**0.93 %** *(1 / 107)*	2.746	2.654	0.495
8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. **INTASC-2013.8** **INTASC-2013.8.b**	**80.00 %** *(96 / 120)*	**19.17 %** *(23 / 120)*	**0.83 %** *(1 / 120)*	2.875	2.792	0.426
8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes. **INTASC-2013.8** **INTASC-2013.8.f**	**61.86 %** *(60 / 97)*	**38.14 %** *(37 / 97)*	**0.00 %** *(0 / 97)*	2.692	2.619	0.486
8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes. **INTASC-2013.8** **INTASC-2013.8.h**	**88.52 %** *(108 / 122)*	**11.48 %** *(14 / 122)*	**0.00 %** *(0 / 122)*	2.935	2.885	0.319
9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. **INTASC-2013.9** **INTASC-2013.9.a**	**90.16 %** *(110 / 122)*	**9.84 %** *(12 / 122)*	**0.00 %** *(0 / 122)*	2.945	2.902	0.298
9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system. **INTASC-2013.9.b** **INTASC-2013.9**	**92.66 %** *(101 / 109)*	**7.34 %** *(8 / 109)*	**0.00 %** *(0 / 109)*	2.960	2.927	0.261

Measure	Developing (3)	Novice (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice. **INTASC-2013.9** **INTASC-2013.9.c**	**65.63 %** *(63 / 96)*	**33.33 %** *(32 / 96)*	**1.04 %** *(1 / 96)*	2.738	2.646	0.500
10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning. **INTASC-2013.10** **INTASC-2013.10.a**	**62.39 %** *(68 / 109)*	**37.61 %** *(41 / 109)*	**0.00 %** *(0 / 109)*	2.699	2.624	0.484
10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. **INTASC-2013.10** **INTASC-2013.10.d**	**51.04 %** *(49 / 96)*	**47.92 %** *(46 / 96)*	**1.04 %** *(1 / 96)*	2.520	2.500	0.520
10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. **INTASC-2013.10** **INTASC-2013.10.f**	**89.91 %** *(98 / 109)*	**10.09 %** *(11 / 109)*	**0.00 %** *(0 / 109)*	2.944	2.899	0.301

Rubric

Element	Developing (3)	Novice (2)	Unsatisfactory (1)

Element	Developing (3)	Novice (2)	Unsatisfactory (1)
InTASC 1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development. **INTASC-2013.1.a** **INTASC-2013.1**	Can describe and apply methods for assessing individual and group performance and with guided support uses results to design and modify instruction to meet learners' needs in areas of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.	Can describe and apply methods for assessing individual and group performance to design and modify instruction to meet learners' needs in areas of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development, but instruction does not meet learners' needs.	Is unable to describe or apply methods for assessing individual and group performance in order to design and modify instruction to meet learners' needs in areas of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
InTASC 1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/ her learning. **INTASC-2013.1.b** **INTASC-2013.1**	Can describe and name models and approaches and needs support of cooperating teacher or field coordinator to create developmentally appropriate instruction that takes into account learners' strengths, interests, and needs that enables each learner to advance and accelerate his/her learning.	Can describe and name models and approaches for creating instruction that takes into account learners' strengths, interests, and needs that enables each learner to advance and accelerate his/her learning but is unable to apply this knowledge to classroom situations.	Is unable to describe or apply methods for creating instruction that takes into account learners' strengths, interests, and needs or enable each learner to advance and accelerate his/her learning.
InTASC 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. **INTASC-2013.1.c** **INTASC-2013.1**	Can describe and apply, with guided support, ways to collaborate with families, communities, colleagues, and other professionals to promote learner growth and development.	Can describe approaches or steps for collaborating with families, communities, colleagues, and other colleagues to promote learner growth and development but collaboration has little effect on candidate.	Is unable to describe or apply methods for collaborating with families, communities, colleagues, and other colleagues to promote learner growth and development.
InTASC 2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. **INTASC-2013.2.a** **INTASC-2013.2**	Can name and apply processes for designing, adapting, and delivering instruction to address each student's diverse learning strengths and needs and create opportunities for students to demonstrate their learning in different ways.	Can name and with support apply processes for designing, adapting, and delivering instruction to address students' diverse learning strengths and needs and Can co-create with a mentor opportunities for students to demonstrate their learning in different ways.	Can name processes for designing, adapting, and delivering instruction to address students' diverse learning strengths and needs and but is unable to create opportunities for students to demonstrate their learning in different ways.
InTASC 2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs. **INTASC-2013.2.b** **INTASC-2013.2**	Can describe and apply appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.	Can describe and with support apply appropriate and timely provisions (e.g. pacing for individual rates of growth, task demands, communication, assessment, and response modes) for students with particular learning differences or needs.	Can describe methods for making appropriate and timely provisions (e.g. pacing for individual rates of growth, communication, assessment, and response modes) for individual students with particular learning differences or needs.

Element	Developing (3)	Novice (2)	Unsatisfactory (1)
InTASC 2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. **INTASC-2013.2.c** **INTASC-2013.2**	Can explain and independently apply methods for designing instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	Can explain how to and with support design instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	Can explain how to design instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
InTASC 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. **INTASC-2013.3.a** **INTASC-2013.3**	Can describe how to collaborate with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry and independently apply this knowledge.	Can describe how to collaborate with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry and with support can apply this knowledge.	Can describe how to collaborate with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
InTASC 3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. **INTASC-2013.3** **INTASC-2013.3.c**	Can describe how to and independently apply methods for collaborating with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.	Can describe how to and with support can apply methods for collaborating with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.	Can describe methods for collaborating with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
InTASC 3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. **INTASC-2013.3.d** **INTASC-2013.3**	Can describe how to and independently apply methods for managing the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	Can describe how to and with support can apply methods for managing the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	Can describe methods for managing the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. **INTASC-2013.4.a** **INTASC-2013.4**	Can describe how to and independently apply methods for using multiple representations and explanations that capture key ideas in the discipline, guiding learners through learning progressions, and promoting each learner's achievement of content standards.	Can describe how to and with support can apply methods for using multiple representations and explanations that capture key ideas in the discipline, guiding learners through learning progressions, and promoting learners' achievement of content standards.	Can describe methods for using representations and explanations that capture key ideas in the discipline, guiding learners through learning progressions, and promoting learners' achievement of content standards.
4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. **INTASC-2013.4.b** **INTASC-2013.4**	Can describe how to and independently apply methods for engaging students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.	Can describe how to and with support can apply methods for engaging students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.	Can describe methods for engaging students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

Element	Developing (3)	Novice (2)	Unsatisfactory (1)
4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. **INTASC-2013.4** **INTASC-2013.4.d**	Can describe how to and independently apply methods for stimulating learner reflection on prior content knowledge, linking new concepts to familiar concepts, and making connections to learners' experiences.	Can describe how to and with support can apply methods for stimulating learner reflection on prior content knowledge, linking new concepts to familiar concepts, and making connections to learners' experiences.	Can describe methods for stimulating learner reflection on prior content knowledge, linking new concepts to familiar concepts, and making connections to learners' experiences.
5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy). **INTASC-2013.5.b** **INTASC-2013.5**	Can describe how to and independently apply methods for engaging learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	Can describe how to and with support can apply methods for engaging learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	Can describe methods for engaging learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts. **INTASC-2013.5** **INTASC-2013.5.d**	Can describe how to and independently apply methods for engaging learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.	Can describe how to and with support can apply methods for engaging learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.	Can describe methods for engaging learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work. **INTASC-2013.5** **INTASC-2013.5.f**	Can describe how to and independently apply methods for engaging learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.	Can describe how to and with support can apply methods for engaging learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.	Can describe methods for engaging learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning. **INTASC-2013.6** **INTASC-2013.6.a**	Can describe how to and independently apply methods for balancing the use of formative and summative assessment as appropriate to support, verify, and document learning.	Can describe how to and with support can apply methods for balancing the use of formative and summative assessment as appropriate to support, verify, and document learning.	Can describe methods for balancing the use of formative and summative assessment as appropriate to support, verify, and document learning.
6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. **INTASC-2013.6.e** **INTASC-2013.6**	Can describe how to and independently apply methods for engaging learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	Can describe how to and with support can apply methods for engaging learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	Can describe methods for engaging learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

Element	Developing (3)	Novice (2)	Unsatisfactory (1)
6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. **INTASC-2013.6** **INTASC-2013.6.g**	Can describe how to and independently apply methods for using multiple and appropriate types of assessment data to identify each student's learning needs and for developing differentiated learning experiences.	Can describe how to and with support can apply methods for using multiple and appropriate types of assessment data to identify most students' learning needs and for developing differentiated learning experiences.	Can describe methods for using multiple and appropriate types of assessment data to identify students' learning needs and for developing differentiated learning experiences.
7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. **INTASC-2013.7** **INTASC-2013.7.a**	Can describe how to and independently apply methods for individually and collaboratively selecting and creating learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	Can describe how to and with support can apply methods for individually and collaboratively selecting and creating learning experiences that are appropriate for curriculum goals and content standards, and are relevant to most learners.	Can describe methods for individually and collaboratively selecting and creating learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. **INTASC-2013.7.b** **INTASC-2013.7**	Can describe how to and independently apply methods for planning how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	Can describe how to and with support can apply methods for planning how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	Can describe methods for planning how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. **INTASC-2013.7** **INTASC-2013.7.d**	Can describe how to and independently apply methods for planning for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	Can describe how to and with support can apply methods for planning for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	Can describe methods for planning for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. **INTASC-2013.8** **INTASC-2013.8.b**	Can describe how to and independently apply methods for monitoring student learning, engages learners in assessing their progress, and adjusting instruction in response to student learning needs.	Can describe how to and with support can apply methods for monitoring student learning, engaging learners in assessing their progress, and adjusting instruction in response to student learning needs.	Can describe methods for monitoring student learning, engages learners in assessing their progress, and adjusting instruction in response to student learning needs.
8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes. **INTASC-2013.8** **INTASC-2013.8.f**	Can describe how to and independently apply methods for engaging all learners in developing higher order questioning skills and metacognitive processes.	Can describe how to and with support can apply methods for engaging all learners in developing higher order questioning skills and metacognitive processes.	Can describe methods for engaging all learners in developing higher order questioning skills and metacognitive processes.

Element	Developing (3)	Novice (2)	Unsatisfactory (1)
8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes. **INTASC-2013.8** **INTASC-2013.8.h**	Can describe how to and independently apply methods for using a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	Can describe how to and with support can apply methods for using a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	Can describe methods for using a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. **INTASC-2013.9** **INTASC-2013.9.a**	Can describe how to and independently apply methods for engaging in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.	Can describe how to and with support can apply methods for engaging in ongoing learning opportunities to develop knowledge and skills in order to provide learners with engaging curriculum and learning experiences based on local and state standards.	Can describe methods for engaging in ongoing learning opportunities to develop knowledge and skills in order to provide learners with engaging curriculum and learning experiences based on local and state standards.
9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system. **INTASC-2013.9.b** **INTASC-2013.9**	Can describe how to and independently apply methods for engaging in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	Can describe how to and with support can apply methods for engaging in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	Can describe methods for engaging in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice. **INTASC-2013.9** **INTASC-2013.9.c**	Can describe how to and independently apply methods for independently and in collaboration with colleagues, using a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	Can describe how to and with support can apply methods for collaborating with colleagues, uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	Can describe methods for independently and in collaboration with colleagues, using a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning. **INTASC-2013.10** **INTASC-2013.10.a**	Can describe how to and independently apply methods for taking an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.	Can describe how to and with support can apply methods for taking an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.	Can describe methods for taking an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

Element	Developing (3)	Novice (2)	Unsatisfactory (1)
10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. **INTASC-2013.10** **INTASC-2013.10.d**	Can describe how to and independently apply methods for working collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.	Can describe how to and with support can apply methods for working collaboratively with learners and with their families to establish mutual expectations and ongoing communication to support learner development and achievement.	Can describe methods for working collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. **INTASC-2013.10** **INTASC-2013.10.f**	Can describe how to and independently apply methods for engaging in professional learning, contributes to the knowledge and skill of others, and working collaboratively to advance professional practice.	Can describe how to and with support can apply methods for engaging in professional learning, contributing to the knowledge and skill of others, and working collaboratively to advance professional practice.	Can describe methods for engaging in professional learning, contributing to the knowledge and skill of others, and working collaboratively to advance professional practice.

Standards

INTASC-2013.1
Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

INTASC-2013.1.a
The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

INTASC-2013.1.b
The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

INTASC-2013.1.c
The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

INTASC-2013.10
Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

INTASC-2013.10.a
The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

INTASC-2013.10.d
The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

INTASC-2013.10.f
The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

INTASC-2013.2
Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

INTASC-2013.2.a
The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

INTASC-2013.2.b
The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

INTASC-2013.2.c
The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

INTASC-2013.3

Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

INTASC-2013.3.a

The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

INTASC-2013.3.c

The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

INTASC-2013.3.d

The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

INTASC-2013.4

Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

INTASC-2013.4.a

The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

INTASC-2013.4.b

The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

INTASC-2013.4.d

The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

INTASC-2013.5

Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

INTASC-2013.5.b

The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

INTASC-2013.5.d

The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

INTASC-2013.5.f

The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

INTASC-2013.6

Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

INTASC-2013.6.a

The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

INTASC-2013.6.e

The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

INTASC-2013.6.g

The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

INTASC-2013.7

Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

INTASC-2013.7.a

The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners

INTASC-2013.7.b

The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

INTASC-2013.7.d

The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

INTASC-2013.8

Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

INTASC-2013.8.b

The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

INTASC-2013.8.f

The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

INTASC-2013.8.h

The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

INTASC-2013.9

Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

INTASC-2013.9.a

The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

INTASC-2013.9.b

The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

INTASC-2013.9.c

Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

Assessment Report: EDI 330 - Teacher Assisting - Elementary

GVSU Folio A Rubric (updated 8/11/17)

Report Criteria

Semesters (bolded if contributing data)
- **Fall 2017**
- **Winter 2018**

Course
- EDI 330 - Teacher Assisting - Elementary

Assignment
- GVSU Folio A Rubric (updated 8/11/17)

Assessment Type
- COE Instructor

GVSU Folio A

Measure	Proficient (3)	Developing (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
InTASC: 4 (j) (EK) Content Knowledge **INTASC-2013.4.j** **INTASC-2013.4**	**73.77 %** *(90 / 122)*	**25.41 %** *(31 / 122)*	**0.82 %** *(1 / 122)*	2.822	2.730	0.462
InTASC: 4 (k) (EK) Content Knowledge **INTASC-2013.4** **INTASC-2013.4.k**	**78.69 %** *(96 / 122)*	**19.67 %** *(24 / 122)*	**1.64 %** *(2 / 122)*	2.865	2.770	0.458
InTASC: 5 (l) (EK) Application of Content **INTASC-2013.5.l** **INTASC-2013.5**	**82.79 %** *(101 / 122)*	**16.39 %** *(20 / 122)*	**0.82 %** *(1 / 122)*	2.896	2.820	0.405
InTASC: 5 (o) (EK) Application of Content **INTASC-2013.5** **INTASC-2013.5.o**	**82.79 %** *(101 / 122)*	**16.39 %** *(20 / 122)*	**0.82 %** *(1 / 122)*	2.896	2.820	0.405

Rubric

Element	Proficient (3)	Developing (2)	Unsatisfactory (1)
InTASC: 4 (j) (EK) Content Knowledge **INTASC-2013.4.j** **INTASC-2013.4**	Understands major concepts, assumptions, debates, processes of inquiry and ways of knowing that are central to the discipline s/he teaches and presents an accurate, in-depth analysis of the content.	Understands major assumptions, debates, processes of inquiry and ways of knowing that are central to the discipline s/he teaches and presents accurate but developing analysis of the content.	Understanding of major assumptions, debates, processes of inquiry and ways of knowing that are central to the disciplines s/he teaches are underdeveloped and/or inaccurate.

Element	Proficient (3)	Developing (2)	Unsatisfactory (1)
InTASC: 4 (k) (EK) Content Knowledge **INTASC-2013.4** **INTASC-2013.4.k**	Anticipates common misconceptions in learning the discipline and implements a plan to guide learners to accurate conceptual understanding.	Demonstrates an awareness of common misconceptions in learning the discipline but the plan does completely guide learners to accurate conceptual understanding.	Understanding of common misconceptions is underdeveloped and does not address learner issues.
InTASC: 5 (l) (EK) Application of Content **INTASC-2013.5.l** **INTASC-2013.5**	Explains digital and interactive technologies for efficiently and effectively achieving specific learning goals.	Outlines digital and interactive technologies for achieving learning goals but does not integrate into action.	Understanding of digital and interactive technologies are minimal and not included in learning goals.
InTASC: 5 (o) (EK) Application of Content **INTASC-2013.5** **INTASC-2013.5.o**	Understands the critical thinking processes and how to engage learners and explains how s/he would encourage students to produce original work.	Understands the critical thinking processes but not how to engage learners in producing original work.	Understanding of the critical thinking process is minimal and has not engaged learners in producing original work.

Standards

INTASC-2013.4
Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

INTASC-2013.4.j
The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

INTASC-2013.4.k
The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

INTASC-2013.5
Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

INTASC-2013.5.l
The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

INTASC-2013.5.o
The teacher understands creative thinking processes and how to engage learners in producing original work.

Assessment Report: EDI 330 - Teacher Assisting - Elementary

GVSU Folio B Rubric (updated 8/11/17)

Report Criteria

Semesters (bolded if contributing data)
- **Fall 2017**
- **Winter 2018**

Course
- EDI 330 - Teacher Assisting - Elementary

Assignment
- GVSU Folio B Rubric (updated 8/11/17)

Assessment Type
- COE Instructor

GVSU Folio B

Measure	Proficient (3)	Developing (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
InTASC: 1(d) (EK) Learner and Learning **INTASC-2013.1** **INTASC-2013.1.d**	**80.83 %** *(97 / 120)*	**19.17 %** *(23 / 120)*	**0.00 %** *(0 / 120)*	2.881	2.808	0.394
InTASC: 2(g) (EK) Learner and Learning **INTASC-2013.2.g** **INTASC-2013.2**	**75.83 %** *(91 / 120)*	**24.17 %** *(29 / 120)*	**0.00 %** *(0 / 120)*	2.841	2.758	0.428
InTASC: 3(l) (EK)Learner and Learning **INTASC-2013.3** **INTASC-2013.3.l**	**80.00 %** *(96 / 120)*	**20.00 %** *(24 / 120)*	**0.00 %** *(0 / 120)*	2.875	2.800	0.400
InTASC: 3 (k) (EK) Learner and Learning **INTASC-2013.3.k** **INTASC-2013.3**	**82.50 %** *(99 / 120)*	**17.50 %** *(21 / 120)*	**0.00 %** *(0 / 120)*	2.894	2.825	0.380
InTASC: 6 (j) (EK) Instructional Practice **INTASC-2013.6** **INTASC-2013.6.j**	**79.17 %** *(95 / 120)*	**20.83 %** *(25 / 120)*	**0.00 %** *(0 / 120)*	2.868	2.792	0.406
InTASC: 7 (g) (EK) Instructional Practice **INTASC-2013.7** **INTASC-2013.7.g**	**80.83 %** *(97 / 120)*	**19.17 %** *(23 / 120)*	**0.00 %** *(0 / 120)*	2.881	2.808	0.394

Measure	Proficient (3)	Developing (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
InTASC: 7 (I) (EK) Instructional Practice **INTASC-2013.7** **INTASC-2013.7.I**	**82.50 %** *(99 / 120)*	**17.50 %** *(21 / 120)*	**0.00 %** *(0 / 120)*	2.894	2.825	0.380
InTASC:8 (m) (EK) Instructional Practice **INTASC-2013.8.m** **INTASC-2013.8**	**85.00 %** *(102 / 120)*	**14.17 %** *(17 / 120)*	**0.83 %** *(1 / 120)*	2.912	2.842	0.387

Rubric

Element	Proficient (3)	Developing (2)	Unsatisfactory (1)
InTASC: 1(d) (EK) Learner and Learning **INTASC-2013.1** **INTASC-2013.1.d**	Understands how learning occurs-how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.	Understands how learning occurs-how learners construct knowledge, acquire skills, and develop disciplined thinking processes—but does not know how to use instructional strategies that promote student learning.	Neither understands how learning occurs-how learners construct knowledge, acquire skills, and develop disciplined thinking processes—nor knows how to use instructional strategies that promote student learning.
InTASC: 2(g) (EK) Learner and Learning **INTASC-2013.2.g** **INTASC-2013.2**	Understands and identities differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.	Understands and identities differences in approaches to learning and performance but does not know how to design instruction that uses each learner's strengths to promote growth.	Neither understands and identities differences in approaches to learning and performance nor knows how to design instruction that uses each learner's strengths to promote growth.
InTASC: 3(I) (EK)Learner and Learning **INTASC-2013.3** **INTASC-2013.3.I**	Understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.	Understands how learner diversity can affect communication but does not know how to communicate effectively in differing environments.	Neither understands how learner diversity can affect communication nor knows how to communicate effectively in differing environments.
InTASC: 3 (k) (EK) Learner and Learning **INTASC-2013.3.k** **INTASC-2013.3**	Knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.	Knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment but does not include norms, expectations, routines, and organizational structures.	Does not know how to collaborate with learners to establish and monitor elements of a safe and productive learning environment and does not include norms, expectations, routines, and organizational structures.
InTASC: 6 (j) (EK) Instructional Practice **INTASC-2013.6** **INTASC-2013.6.j**	Understands the differences between formative and summative applications of assessment and knows how/when to use them.	Understands the differences between formative and summative applications of assessment but does not know how/when to use them.	Neither understands the differences between formative and summative applications of assessment nor how/when to use them.

Element	Proficient (3)	Developing (2)	Unsatisfactory (1)
InTASC: 7 (g) (EK) Instructional Practice **INTASC-2013.7** **INTASC-2013.7.g**	Understands content and content standards and how these are organized in the curriculum.	Understands content and content standards but does not know how these are organized in the curriculum.	Neither understands content or content standards nor how these are organized in the curriculum.
InTASC: 7 (l) (EK) Instructional Practice **INTASC-2013.7** **INTASC-2013.7.l**	Understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.	Understands learning theory, human development, cultural diversity, and individual differences but does not know how these impact ongoing planning.	Neither understands learning theory, human development, cultural diversity, and individual differences now how these impact ongoing planning.
InTASC:8 (m) (EK) Instructional Practice **INTASC-2013.8.m** **INTASC-2013.8**	Understands how multiple forms of communication (oral, written, non verbal, digital, visual) convey ideas, foster self-expressing, and build relationships.	Understands how a singular form of communication can convey ideas, foster self-expression, and build a relationship.	Does not understand how forms of communication convey ideas, foster self-expressing, and build relationships.

Standards

INTASC-2013.1
Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

INTASC-2013.1.d
The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

INTASC-2013.2
Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

INTASC-2013.2.g
The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

INTASC-2013.3
Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

INTASC-2013.3.k
The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

INTASC-2013.3.l
The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

INTASC-2013.6
Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

INTASC-2013.6.j
The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

INTASC-2013.7
Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

INTASC-2013.7.g
The teacher understands content and content standards and how these are organized in the curriculum.

INTASC-2013.7.l
The teacher knows when and how to adjust plans based on assessment information and learner responses.

INTASC-2013.8
Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

INTASC-2013.8.m

The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

Assessment Report: EDI 330 - Teacher Assisting - Elementary

GVSU Dispositions Assessment Rubric (updated 2/26/18)

Report Criteria

Semesters (bolded if contributing data)
- Fall 2017
- **Winter 2018**

Course
- EDI 330 - Teacher Assisting - Elementary

Assignment
- GVSU Dispositions Assessment Rubric (updated 2/26/18)

Assessment Type
- COE Instructor

GVSU Dispositions Assessment

Measure	Proficient (3)	Developing (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
Ethical: Abides by the professional code of ethics, professional standards of practice, and relevant law and policy. Demonstrates personal honesty and integrity. INTASC standard: 9o; 6v **INTASC-2013.9 INTASC-2013.6 INTASC-2013.6.v INTASC-2013.9.o**	**97.92 %** *(47 / 48)*	**2.08 %** *(1 / 48)*	**0.00 %** *(0 / 48)*	2.989	2.979	0.143
Scholarly: Has a critical stance towards professional practice. As a life-long learner, is intellectually curious, and regularly seeks opportunities for ongoing professional learning. INTASC standard: 9n; 10t **INTASC-2013.9 INTASC-2013.10 INTASC-2013.9.n INTASC-2013.10.t**	**75.00 %** *(36 / 48)*	**25.00 %** *(12 / 48)*	**0.00 %** *(0 / 48)*	2.833	2.750	0.433
Reflective: Committed to deepening understandings of one's own teaching practice with the goal of continual improvement. Is introspective, self-regulatory, and demonstrates self-awareness. INTASC standard: 9l **INTASC-2013.9 INTASC-2013.9.l**	**85.42 %** *(41 / 48)*	**12.50 %** *(6 / 48)*	**2.08 %** *(1 / 48)*	2.915	2.833	0.425

Measure	Proficient (3)	Developing (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
Resourceful: Demonstrates initiative, perseverance and self-efficacy; is proactive, persistent, and an engaged problem solver. INTASC standard: 10r; 9l **INTASC-2013.9** **INTASC-2013.10** **INTASC-2013.10.r** **INTASC-2013.9.l**	**85.42 %** *(41 / 48)*	**12.50 %** *(6 / 48)*	**2.08 %** *(1 / 48)*	2.915	2.833	0.425
Student Centered: Keeps the needs of the students at the center of one's practice; builds positive relationships with students and serves as an advocate when needed. Demonstrates care through expressions of kindness, compassion and empathy. INTASC standard: 10p; 8p; 10p; 2n **INTASC-2013.10** **INTASC-2013.2** **INTASC-2013.8** **INTASC-2013.2.n** **INTASC-2013.10.p** **INTASC-2013.8.p**	**93.75 %** *(45 / 48)*	**6.25 %** *(3 / 48)*	**0.00 %** *(0 / 48)*	2.967	2.938	0.242
Rigorous: Sets high expectations for all students, rooted in the assumption that all students can learn. INTASC standard: 2l; 4r **INTASC-2013.4.r** **INTASC-2013.4** **INTASC-2013.2** **INTASC-2013.2.l**	**79.17 %** *(38 / 48)*	**20.83 %** *(10 / 48)*	**0.00 %** *(0 / 48)*	2.868	2.792	0.406
Fair: Is equitable and unbiased towards others. Values all identities, perspectives, and backgrounds and is committed to incorporating diverse perspectives. INTASC standard: 9m; 2m **INTASC-2013.2.m** **INTASC-2013.9.m** **INTASC-2013.9** **INTASC-2013.2**	**83.33 %** *(40 / 48)*	**16.67 %** *(8 / 48)*	**0.00 %** *(0 / 48)*	2.900	2.833	0.373

Measure	Proficient (3)	Developing (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
Responsive: Designs and differentiates instruction to address students' background experiences, thinking processes, and other needs. INTASC standard: 1h-k; 3r; 6u; 7n; 7q; 8s **INTASC-2013.1.h** **INTASC-2013.6.u** **INTASC-2013.7.q** **INTASC-2013.6** **INTASC-2013.1** **INTASC-2013.8** **INTASC-2013.3** **INTASC-2013.7** **INTASC-2013.7.n** **INTASC-2013.3.r** **INTASC-2013.1.i** **INTASC-2013.1.k** **INTASC-2013.1.j** **INTASC-2013.8.s**	**75.00 %** *(36 / 48)*	**25.00 %** *(12 / 48)*	**0.00 %** *(0 / 48)*	2.833	2.750	0.433

Rubric

Element	Proficient (3)	Developing (2)	Unsatisfactory (1)
Ethical: Abides by the professional code of ethics, professional standards of practice, and relevant law and policy. Demonstrates personal honesty and integrity. INTASC standard: 9o; 6v **INTASC-2013.9** **INTASC-2013.6** **INTASC-2013.6.v** **INTASC-2013.9.o**	Models ethical and responsible behavior while abiding by local, state and federal rules and laws, university and school district policies and procedures, and professional standards.	Demonstrates awareness of local, state and federal rules and laws, university and school district policies and procedures, and professional standards.	Violates local, state or federal rules or laws, or university or school district policies or procedures, or professional standards.
Scholarly: Has a critical stance towards professional practice. As a life-long learner, is intellectually curious, and regularly seeks opportunities for ongoing professional learning. INTASC standard: 9n; 10t **INTASC-2013.9** **INTASC-2013.10** **INTASC-2013.9.n** **INTASC-2013.10.t**	Critically evaluates professional practice using theory-, research-, or data-based evidence; regularly seeks opportunities for professional learning.	Recognizes approaches to professional practice that are supported by theory-, research-, or data-based evidence; attends required opportunities for professional learning.	Dismisses the importance of using theory-, research-, or data-based evidence to support professional practice; does not attend required opportunities for professional learning.
Reflective: Committed to deepening understandings of one's own teaching practice with the goal of continual improvement. Is introspective, self-regulatory, and demonstrates self-awareness. INTASC standard: 9l **INTASC-2013.9** **INTASC-2013.9.l**	Generates and implements improvements or revisions to professional practice based on accurate self-assessments.	Recognizes areas of professional practice that need improvement.	Does not evaluate own professional practice or makes inaccurate self-assessments and resists or ignores feedback.

Element	Proficient (3)	Developing (2)	Unsatisfactory (1)
Resourceful: Demonstrates initiative, perseverance and self-efficacy; is proactive, persistent, and an engaged problem solver. INTASC standard: 10r; 9l **INTASC-2013.9** **INTASC-2013.10** **INTASC-2013.10.r** **INTASC-2013.9.l**	Models initiative, perseverance and self-efficacy by being a proactive, persistent, and engaged problem solver.	Recognizes problems and tries to address them using available resources.	Fails to recognize or address problems, acting helpless or passive.
Student Centered: Keeps the needs of the students at the center of one's practice; builds positive relationships with students and serves as an advocate when needed. Demonstrates care through expressions of kindness, compassion and empathy. INTASC standard: 10p; 8p; 10p; 2n **INTASC-2013.10** **INTASC-2013.2** **INTASC-2013.8** **INTASC-2013.2.n** **INTASC-2013.10.p** **INTASC-2013.8.p**	Models sensitivity to the needs of individual students, builds positive relationships with them, and is willing to serve as an advocate when needed.	Recognizes students' needs and understands the importance of positive teacher-student relationships.	Demonstrates little or no understanding of individual students' needs, or interest in developing positive teacher-student relationships.
Rigorous: Sets high expectations for all students, rooted in the assumption that all students can learn. INTASC standard: 2l; 4r **INTASC-2013.4.r** **INTASC-2013.4** **INTASC-2013.2** **INTASC-2013.2.l**	Sets high expectations for all students.	Recognizes the need to set high expectations for all students.	Expresses low expectations for certain students.
Fair: Is equitable and unbiased towards others. Values all identities, perspectives, and backgrounds and is committed to incorporating diverse perspectives. INTASC standard: 9m; 2m **INTASC-2013.2.m** **INTASC-2013.9.m** **INTASC-2013.9** **INTASC-2013.2**	Models equitable and unbiased behavior; integrates diverse perspectives.	Recognizes the need for being equitable and unbiased and for incorporating diverse perspectives.	Is biased, ignores diverse perspectives, or promotes stereotypes.

Element	Proficient (3)	Developing (2)	Unsatisfactory (1)
Responsive: Designs and differentiates instruction to address students' background experiences, thinking processes, and other needs. INTASC standard: 1h-k; 3r; 6u; 7n; 7q; 8s **INTASC-2013.1.h** **INTASC-2013.6.u** **INTASC-2013.7.q** **INTASC-2013.6** **INTASC-2013.1** **INTASC-2013.8** **INTASC-2013.3** **INTASC-2013.7** **INTASC-2013.7.n** **INTASC-2013.3.r** **INTASC-2013.1.i** **INTASC-2013.1.k** **INTASC-2013.1.j** **INTASC-2013.8.s**	Designs or differentiates instruction to engage students' background experiences, thinking processes, strengths, or needs.	Recognizes the students' background experiences, thinking processes, strengths, or needs.	Ignores students' background experiences, thinking processes, strengths, or needs.

Standards

INTASC-2013.1
Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

INTASC-2013.1.h
The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

INTASC-2013.1.i
The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

INTASC-2013.1.j
The teacher takes responsibility for promoting learners' growth and development.

INTASC-2013.1.k
The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

INTASC-2013.10
Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

INTASC-2013.10.p
The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

INTASC-2013.10.r
The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

INTASC-2013.10.t
The teacher embraces the challenge of continuous improvement and change.

INTASC-2013.2
Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

INTASC-2013.2.l
The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

INTASC-2013.2.m
The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

INTASC-2013.2.n
The teacher makes learners feel valued and helps them learn to value each other.

INTASC-2013.3

Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

INTASC-2013.3.r

The teacher is a thoughtful and responsive listener and observer.

INTASC-2013.4

Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

INTASC-2013.4.r

The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

INTASC-2013.6

Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

INTASC-2013.6.u

The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

INTASC-2013.6.v

The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

INTASC-2013.7

Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

INTASC-2013.7.n

The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

INTASC-2013.7.q

The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

INTASC-2013.8

Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

INTASC-2013.8.p

The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

INTASC-2013.8.s

The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

INTASC-2013.9

Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

INTASC-2013.9.l

The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

INTASC-2013.9.m

The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

INTASC-2013.9.n

The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

INTASC-2013.9.o

The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.