

Adolescence Education (Grades 7 - 12)

Aggregate Data on Key Assessments

<b>Assessment</b>	<b>Marist Initial Standards/Proficiencies</b>	<b>Course</b>		
Philosophy Technology Presentation	7 & 9	EDUC	150	Learning Through Technology
Mock IEP	3 & 4	PSYC	207	The Exceptional Child
Ideal School Project	2 & 8, also 3, 5	PSYC	318	Psychology of Adolescence
Literacy Lesson Plan Collection	1, 2, 3, 5, 6, 10	EDUC	355	Teaching Reading and Writing in the Content Areas
Unit Plan	1, 4, 5, 10	EDUC	420	Methods of Teaching Social Studies
Unit Plan	1, 4, 5, 10, 11, also 12	EDUC	422	Methods of Teaching Science in Secondary Schools
Unit Plan	1, 3, 4, 5, 10, 11	EDUC	424	Methods of Teaching Mathematics in Secondary Schools
Unit Plan	1, 3, 4, 5, 6, 10	EDUC	426	Methods of Teaching Foreign Languages in Secondary Schools
Unit Plan	1, 3, 4, 5, 6, 10	EDUC	428	Methods of Teaching English in Secondary Schools
Unit Plan	3, 4, 5, 10, 11	EDUC	464	Student Teaching
Evaluation of Student Teaching	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12			

EDUC 150: Philosophy Technology Presentation

Fall, 2014

	<b>Does not meet expectations</b>	<b>Some concerns</b>	<b>Meets expectations</b>	<b>Goes beyond expectations</b>
<b>Coherence (Marist Initial 7)</b>	11.4% (4)	20.0% (7)	<b>34.3% (12)</b>	<b>34.3% (12)</b>
<b>Use of Evidence (Marist Initial 7)</b>	11.4% (4)	25.7% (9)	<b>34.3% (12)</b>	28.6% (10)
<b>Critical Perspective (Marist Initial 7)</b>	11.4% (4)	25.7% (9)	<b>40.0% (14)</b>	22.9% (8)
<b>Media Skill (Marist Initial 9)</b>	17.1% (6)	20.0% (7)	<b>34.3% (12)</b>	28.6% (10)
<b>Use of Media for Communication (Marist Initial 9)</b>	14.3% (5)	8.6% (3)	<b>51.4% (18)</b>	25.7% (9)

Spring, 2015

	<b>Does not meet expectations</b>	<b>Some concerns</b>	<b>Meets expectations</b>	<b>Goes beyond expectations</b>
<b>Coherence (Marist Initial 7)</b>	0.0% (0)	0.0% (0)	<b>87.9% (29)</b>	12.1% (4)
<b>Use of Evidence (Marist Initial 7)</b>	0.0% (0)	0.0% (0)	<b>87.9% (29)</b>	12.1% (4)
<b>Critical Perspective (Marist Initial 7)</b>	0.0% (0)	0.0% (0)	<b>87.9% (29)</b>	12.1% (4)
<b>Media Skill (Marist Initial 9)</b>	0.0% (0)	0.0% (0)	<b>78.8% (26)</b>	21.2% (7)
<b>Use of Media for Communication (Marist Initial 9)</b>	0.0% (0)	0.0% (0)	<b>84.8% (28)</b>	15.2% (5)

PSYC 207: Mock IEP

Fall, 2014

	<b>Does not meet expectations</b>	<b>Some concerns</b>	<b>Meets expectations</b>	<b>Goes beyond expectations</b>
<b>Learning needs Marist Initial 3</b>	0.0% (0)	0.0% (0)	100% (7)	0.0% (0)
<b>Goals Marist Initial 3</b>	0.0% (0)	0.0% (0)	100% (7)	0.0% (0)
<b>Specialized services Marist Initial 3</b>	0.0% (0)	0.0% (0)	100% (7)	0.0% (0)
<b>Connection to family, culture, and community Marist Initial 2</b>	0.0% (0)	0.0% (0)	100% (7)	0.0% (0)

Spring, 2015

	<b>Does not meet expectations</b>	<b>Some concerns</b>	<b>Meets expectations</b>	<b>Goes beyond expectations</b>
<b>Learning needs Marist Initial 3</b>	0.0% (0)	0.0% (0)	20% (1)	<b>80% (4)</b>
<b>Goals Marist Initial 3</b>	0.0% (0)	0.0% (0)	20% (1)	<b>80% (4)</b>
<b>Specialized services Marist Initial 3</b>	0.0% (0)	0.0% (0)	20% (1)	<b>80% (4)</b>
<b>Connection to family, culture, and community Marist Initial 2</b>	0.0% (0)	0.0% (0)	20% (1)	<b>80% (4)</b>

PSYC 318: Ideal School Project

Fall, 2014

	<b>Does not meet expectations</b>	<b>Some concerns</b>	<b>Meets expectations</b>	<b>Goes beyond expectations</b>
<b>Understanding of adolescent development (Marist Initial 2)</b>	18.2% (2)	0.0% (0)	<b>45.5% (5)</b>	36.4% (4)
<b>Understanding of individual and group motivation (Marist Initial 8)</b>	27.3% (3)	<b>36.4% (4)</b>	9.1% (1)	27.3% (3)
<b>Creation of effective learning environment (Marist Initial 8)</b>	<b>36.4% (4)</b>	18.2% (2)	18.2% (2)	27.3% (3)
<b>Creation of instructional opportunities adapted to diverse learners (Marist Initial 3)</b>	40% (4)	<b>50% (5)</b>	0.0% (0)	10% (1)
<b>Promotion of active learning (Marist Initial 5)</b>	36.4% (4)	<b>45.5% (5)</b>	9.1% (1)	9.1% (1)

Spring, 2015

	<b>Does not meet expectations</b>	<b>Some concerns</b>	<b>Meets expectations</b>	<b>Goes beyond expectations</b>
<b>Understanding of adolescent development (Marist Initial 2)</b>	13.6% (3)	13.6% (3)	<b>45.5% (10)</b>	27.3% (6)
<b>Understanding of</b>	<b>31.8% (7)</b>	27.3% (6)	22.7% (5)	18.2% (4)

<b>individual and group motivation (Marist Initial 8)</b>				
<b>Creation of effective learning environment (Marist Initial 8)</b>	22.7% (5)	<b>45.5% (10)</b>	9.1% (2)	22.7% (5)
<b>Creation of instructional opportunities adapted to diverse learners (Marist Initial 3)</b>	27.3% (6)	<b>50% (11)</b>	9.1% (2)	13.6% (3)
<b>Promotion of active learning (Marist Initial 5)</b>	<b>31.8% (7)</b>	<b>31.8% (7)</b>	18.2% (4)	18.2% (4)

## EDUC 355: Literacy Lesson Plan Collection

Spring, 2014

	<b>Does not meet expectations</b>	<b>Some concerns</b>	<b>Meets expectations</b>	<b>Goes beyond expectations</b>
<b>Understanding of language acquisition and development</b> Standards 6, 2, 3	6.1% (2)	24.2% (8)	<b>57.6% (19)</b>	12.1% (4)
<b>Helping students make meaning of texts</b> Standards 2, 5, 6	6.1% (2)	24.2% (8)	<b>54.6% (18)</b>	15.2% (5)
<b>Helping students compose and write</b>	6.1% (2)	24.2% (8)	<b>57.6% (19)</b>	12.1% (4)

<b>Marist Initial 6</b>				
<b>Helping students make meaning of content area</b>	6.1% (2)	24.2% (8)	<b>54.6% (18)</b>	15.2% (5)
<b>Marist Initial 1</b>				
<b>Integrating assessment into instruction</b>	6.1% (2)	24.2% (8)	<b>57.6% (19)</b>	12.1% (4)
<b>Marist Initial 10</b>				

## Methods Unit Plans

### EDUC 420: Social Studies

Fall, 2014

	<b>Does not meet expectations</b>	<b>Some concerns</b>	<b>Meets expectations</b>	<b>Goes beyond expectations</b>
<b>Content</b>				
<b>Marist Initial 1</b>	0.0% (0)	0.0% (0)	14.3% (1)	<b>85.7% (6)</b>
<b>Pre-planning</b>				
<b>Marist Initial 4</b>	0.0% (0)	0.0% (0)	28.6% (2)	<b>71.4% (5)</b>
<b>Instruction</b>				
<b>Marist Initial 1, 4, 5</b>	0.0% (0)	0.0% (0)	42.9% (3)	<b>57.1% (4)</b>
<b>Assessment</b>				
<b>Marist Initial 10</b>	0.0% (0)	0.0% (0)	<b>57.1% (4)</b>	42.9% (6)

<b>Closure</b>				
<b>Marist Initial 1, 5</b>	0.0% (0)	0.0% (0)	14.3% (1)	<b>85.7% (6)</b>

Spring, 2015

	<b>Does not meet expectations</b>	<b>Some concerns</b>	<b>Meets expectations</b>	<b>Goes beyond expectations</b>
<b>Content</b>				
<b>Marist Initial 1</b>	0.0% (0)	0.0% (0)	0.0% (0)	<b>100.0% (1)</b>
<b>Pre-planning</b>				
<b>Marist Initial 4</b>	0.0% (0)	0.0% (0)	<b>100.0% (1)</b>	0.0% (0)
<b>Instruction</b>				
<b>Marist Initial 1, 4, 5</b>	0.0% (0)	0.0% (0)	0.0% (0)	<b>100.0% (1)</b>
<b>Assessment</b>				
<b>Marist Initial 10</b>	0.0% (0)	0.0% (0)	0.0% (0)	<b>100.0% (1)</b>
<b>Closure</b>				
<b>Marist Initial 1, 5</b>	0.0% (0)	0.0% (0)	0.0% (0)	<b>100.0% (1)</b>

EDUC 422: Science

Fall, 2014

	<b>Does not meet expectations</b>	<b>Some concerns</b>	<b>Meets expectations</b>	<b>Goes beyond expectations</b>
<b>Design of Lesson Plan</b> <b>Marist Initial 1, 4</b>	0.0% (0)	<b>100.0%</b> (1)	0.0% (0)	0.0% (0)
<b>Plan for Instructional Methodology</b> <b>Marist Initial 5, 10</b>	0.0% (0)	<b>100.0%</b> (1)	0.0% (0)	0.0% (0)
<b>Lesson Delivery Strategies</b> <b>Marist Initial 1, 5, 10, 12</b>	0.0% (0)	<b>100.0%</b> (1)	0.0% (0)	0.0% (0)
<b>Reflection</b> <b>Marist Initial 11</b>	0.0% (0)	<b>100.0%</b> (1)	0.0% (0)	0.0% (0)

Spring, 2015: *No data from this semester.*

\*Note: Assessment changed to better reflect current NSTA standards.

#### EDUC 424: Mathematics Unit (Lesson) Plan

Fall, 2014

	<b>Does not meet expectations</b>	<b>Some concerns</b>	<b>Meets expectations</b>	<b>Goes beyond expectations</b>
<b>Pre-planning</b> <b>Marist Initial 3, 4, 5</b>	0.0% (0)	0.0% (0)	<b>66.7%</b> (4)	33.3% (2)
<b>Learning Experiences</b>	0.0% (0)	0.0% (0)	16.7% (1)	<b>83.3%</b> (5)



<b>Marist Initial 1, 4</b>				
<b>Assessment</b>				
<b>Marist Initial 10</b>	0.0% (0)	0.0% (0)	16.7% (1)	<b>83.3% (5)</b>
<b>Reflection</b>				
<b>Marist Initial 11</b>	0.0% (0)	0.0% (0)	0.0% (0)	<b>100.0% (6)</b>

EDUC 426: Foreign Language

Fall, 2014

	<b>Does not meet expectations</b>	<b>Some concerns</b>	<b>Meets expectations</b>	<b>Goes beyond expectations</b>
<b>Content</b> <b>Marist Initial 1, 6</b>	0.0% (0)	<b>75.0% (3)</b>	0.0% (0)	25.0% (1)
<b>Pre-planning and learning outcomes</b> <b>Marist Initial 3, 4, 6</b>	0.0% (0)	<b>50.0% (2)</b>	0.0% (0)	<b>50.0% (2)</b>
<b>Instructional Strategies</b> <b>Marist Initial 1, 3, 5</b>	0.0% (0)	<b>75.0% (3)</b>	0.0% (0)	25.0% (1)
<b>Assessment</b> <b>Marist Initial 10</b>	0.0% (0)	<b>75.0% (3)</b>	0.0% (0)	25.0% (1)

Spring, 2015: *No data from this semester.*

EDUC 428: English

Fall, 2014

	<b>Does not meet expectations</b>	<b>Some concerns</b>	<b>Meets expectations</b>	<b>Goes beyond expectations</b>
<b>Content</b> <b>Marist Initial 1, 6</b>	0.0% (0)	0.0% (0)	33.33% (2)	<b>66.67% (4)</b>
<b>Pre-planning and learning outcomes</b> <b>Marist Initial 1, 4</b>	0.0% (0)	0.0% (0)	<b>50.0% (3)</b>	<b>50.0% (3)</b>
<b>Instructional Strategies</b> <b>Standard 1, 3, 5</b>	0.0% (0)	0.0% (0)	16.67% (1)	<b>83.33% (5)</b>
<b>Assessment</b> <b>Marist Initial 10</b>	0.0% (0)	0.0% (0)	16.67% (1)	<b>83.33% (5)</b>

Spring, 2015: *No data from this semester.*

edTPA Internal Evaluation

English Language Arts

Fall, 2014

	<b>Does not meet expectations</b>	<b>Some concerns</b>	<b>Meets expectations</b>	<b>Goes beyond expectations</b>
<b>Socio-cultural, classroom and</b>	0.0% (0)	0.0% (0)	<b>100.0% (1)</b>	0.0% (0)

<b>instructional contexts</b>				
<b>Goals and Objectives</b>	0.0% (0)	0.0% (0)	<b>100.0% (1)</b>	0.0% (0)
<b>Content-specific planning (Based on Rubric 1)</b>	0.0% (0)	0.0% (0)	0.0% (0)	<b>100.0% (1)</b>
<b>Using knowledge to inform instruction (Based on Rubric 3)</b>	0.0% (0)	0.0% (0)	0.0% (0)	<b>100.0% (1)</b>
<b>Planning</b>	0.0% (0)	0.0% (0)	0.0% (0)	<b>100.0% (1)</b>
<b>Assessment for Monitoring and Supporting Learners (Based on Rubric 5)</b>	0.0% (0)	0.0% (0)	0.0% (0)	<b>100.0% (1)</b>
<b>Instruction</b>	0.0% (0)	0.0% (0)	0.0% (0)	<b>100.0% (1)</b>
<b>Effects on Student Learning</b>	0.0% (0)	0.0% (0)	0.0% (0)	<b>100.0% (1)</b>
<b>Reflection and analysis of assessment data (Based on Rubrics 10, 11, and 15)</b>	0.0% (0)	0.0% (0)	0.0% (0)	<b>100.0% (1)</b>

Spring, 2015

	<b>Does not meet expectations</b>	<b>Some concerns</b>	<b>Meets expectations</b>	<b>Goes beyond expectations</b>
<b>Socio-cultural, classroom and instructional contexts</b>	0.0% (0)	<b>40.0% (2)</b>	<b>40.0% (2)</b>	20.0% (1)

<b>Goals and Objectives</b>	0.0% (0)	<b>40.0% (2)</b>	20.0% (1)	<b>40.0% (2)</b>
<b>Content-specific planning (Based on Rubric 1)</b>	0.0% (0)	40.0% (2)	0.0% (0)	<b>60.0% (3)</b>
<b>Using knowledge to inform instruction (Based on Rubric 3)</b>	0.0% (0)	<b>40.0% (2)</b>	20.0% (1)	<b>40.0% (2)</b>
<b>Planning</b>	0.0% (0)	<b>40.0% (2)</b>	20.0% (1)	<b>40.0% (2)</b>
<b>Assessment for Monitoring and Supporting Learners (Based on Rubric 5)</b>	0.0% (0)	40.0% (2)	0.0% (0)	<b>60.0% (3)</b>
<b>Instruction</b>	0.0% (0)	<b>40.0% (2)</b>	<b>40.0% (2)</b>	20.0% (1)
<b>Effects on Student Learning</b>	0.0% (0)	<b>40.0% (2)</b>	<b>40.0% (2)</b>	20.0% (1)
<b>Reflection and analysis of assessment data (Based on Rubrics 10, 11, and 15)</b>	0.0% (0)	<b>40.0% (2)</b>	20.0% (1)	<b>40.0% (2)</b>

## History

Fall, 2014

	<b>Does not meet expectations</b>	<b>Some concerns</b>	<b>Meets expectations</b>	<b>Goes beyond expectations</b>
<b>Socio-cultural, classroom and instructional contexts</b>	0.0% (0)	0.0% (0)	<b>100.0% (2)</b>	0.0% (0)
<b>Goals and Objectives</b>	0.0% (0)	0.0% (0)	<b>100.0% (2)</b>	0.0% (0)

<b>Content-specific planning (Based on Rubric 1)</b>	0.0% (0)	0.0% (0)	<b>100.0% (2)</b>	0.0% (0)
<b>Using knowledge to inform instruction (Based on Rubric 3)</b>	0.0% (0)	0.0% (0)	<b>100.0% (2)</b>	0.0% (0)
<b>Planning</b>	0.0% (0)	0.0% (0)	<b>100.0% (2)</b>	0.0% (0)
<b>Assessment for Monitoring and Supporting Learners (Based on Rubric 5)</b>	0.0% (0)	0.0% (0)	<b>100.0% (2)</b>	0.0% (0)
<b>Instruction</b>	0.0% (0)	0.0% (0)	<b>100.0% (2)</b>	0.0% (0)
<b>Effects on Student Learning</b>	0.0% (0)	0.0% (0)	<b>100.0% (2)</b>	0.0% (0)
<b>Reflection and analysis of assessment data (Based on Rubrics 10, 11, and 15)</b>	0.0% (0)	0.0% (0)	<b>100.0% (2)</b>	0.0% (0)

Spring, 2015

	<b>Does not meet expectations</b>	<b>Some concerns</b>	<b>Meets expectations</b>	<b>Goes beyond expectations</b>
<b>Socio-cultural, classroom and instructional contexts</b>	0.0% (0)	0.0% (0)	<b>57.1% (4)</b>	42.9% (3)

<b>Goals and Objectives</b>	0.0% (0)	0.0% (0)	28.6% (2)	<b>71.4% (5)</b>
<b>Content-specific planning (Based on Rubric 1)</b>	0.0% (0)	0.0% (0)	42.9% (3)	<b>57.1% (4)</b>
<b>Using knowledge to inform instruction (Based on Rubric 3)</b>	0.0% (0)	14.3% (1)	42.9% (3)	<b>57.1% (4)</b>
<b>Planning</b>	0.0% (0)	0.0% (0)	28.6% (2)	<b>71.4% (5)</b>
<b>Assessment for Monitoring and Supporting Learners (Based on Rubric 5)</b>	0.0% (0)	14.3% (1)	<b>71.4% (5)</b>	14.3% (1)
<b>Instruction</b>	0.0% (0)	14.3% (1)	28.6% (2)	<b>57.1% (4)</b>
<b>Effects on Student Learning</b>	0.0% (0)	0.0% (0)	<b>71.4% (5)</b>	28.6% (2)
<b>Reflection and analysis of assessment data (Based on Rubrics 10, 11, and 15)</b>	0.0% (0)	14.3% (1)	28.6% (2)	<b>57.1% (4)</b>

## Mathematics

Fall, 2014: *No data from this semester.*

Spring, 2015

	<b>Does not meet expectations</b>	<b>Some concerns</b>	<b>Meets expectations</b>	<b>Goes beyond expectations</b>
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<b>Socio-cultural, classroom and instructional contexts</b>	0.0% (0)	0.0% (0)	<b>100.0% (6)</b>	0.0% (0)
<b>Goals and Objectives</b>	0.0% (0)	0.0% (0)	<b>50.0% (3)</b>	<b>50.0% (3)</b>
<b>Content-specific planning (Based on Rubric 1)</b>	0.0% (0)	0.0% (0)	<b>50.0% (3)</b>	<b>50.0% (3)</b>
<b>Using knowledge to inform instruction (Based on Rubric 3)</b>	0.0% (0)	0.0% (0)	<b>50.0% (3)</b>	<b>50.0% (3)</b>
<b>Planning</b>	0.0% (0)	0.0% (0)	16.7% (1)	<b>83.3% (5)</b>
<b>Assessment for Monitoring and Supporting Learners (Based on Rubric 5)</b>	0.0% (0)	0.0% (0)	<b>100.0% (6)</b>	0.0% (0)
<b>Instruction</b>	0.0% (0)	16.7% (1)	<b>50.0% (3)</b>	33.3% (0)
<b>Effects on Student Learning</b>	0.0% (0)	0.0% (0)	<b>50.0% (3)</b>	<b>50.0% (3)</b>
<b>Reflection and analysis of assessment data (Based on Rubrics 10, 11, and 15)</b>	0.0% (0)	0.0% (0)	33.3% (2)	<b>66.7% (4)</b>

Science

Fall, 2014: *No data from this semester.*

Spring, 2015

	<b>Does not meet expectations</b>	<b>Some concerns</b>	<b>Meets expectations</b>	<b>Goes beyond expectations</b>
<b>Socio-cultural, classroom and instructional contexts</b>	0.0% (0)	15.6% (5)	<b>100.0% (1)</b>	0.0% (0)
<b>Goals and Objectives</b>	0.0% (0)	<b>100.0% (1)</b>	0.0% (0)	0.0% (0)
<b>Content-specific planning (Based on Rubric 1)</b>	0.0% (0)	<b>100.0% (1)</b>	0.0% (0)	0.0% (0)
<b>Using knowledge to inform instruction (Based on Rubric 3)</b>	0.0% (0)	15.6% (5)	<b>100.0% (1)</b>	0.0% (0)
<b>Planning</b>	0.0% (0)	<b>100.0% (1)</b>	0.0% (0)	0.0% (0)
<b>Assessment for Monitoring and Supporting Learners (Based on Rubric 5)</b>	0.0% (0)	<b>100.0% (1)</b>	0.0% (0)	0.0% (0)
<b>Instruction</b>	0.0% (0)	<b>100.0% (1)</b>	0.0% (0)	0.0% (0)
<b>Effects on Student Learning</b>	0.0% (0)	<b>100.0% (1)</b>	0.0% (0)	0.0% (0)
<b>Reflection and analysis of assessment data (Based on Rubrics 10, 11, and 15)</b>	0.0% (0)	25.0% (8)	<b>100.0% (1)</b>	0.0% (0)

World Languages

Fall, 2014



	<b>Does not meet expectations</b>	<b>Some concerns</b>	<b>Meets expectations</b>	<b>Goes beyond expectations</b>
<b>Socio-cultural, classroom and instructional contexts</b>	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (1)
<b>Goals and Objectives</b>	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (1)
<b>Content-specific planning (Based on Rubric 1)</b>	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (1)
<b>Using knowledge to inform instruction (Based on Rubric 3)</b>	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (1)
<b>Planning</b>	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (1)
<b>Assessment for Monitoring and Supporting Learners (Based on Rubric 5)</b>	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (1)
<b>Instruction</b>	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (1)
<b>Effects on Student Learning</b>	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (1)
<b>Reflection and analysis of assessment data (Based on Rubrics 10, 11, and 15)</b>	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (1)

Spring, 2015

	<b>Does not meet expectations</b>	<b>Some concerns</b>	<b>Meets expectations</b>	<b>Goes beyond expectations</b>
<b>Socio-cultural, classroom and instructional contexts</b>	0.0% (0)	0.0% (0)	<b>100.0% (1)</b>	0.0% (0)
<b>Goals and Objectives</b>	0.0% (0)	0.0% (0)	<b>100.0% (1)</b>	0.0% (0)
<b>Content-specific planning (Based on Rubric 1)</b>	0.0% (0)	0.0% (0)	0.0% (0)	<b>100.0% (1)</b>
<b>Using knowledge to inform instruction (Based on Rubric 3)</b>	0.0% (0)	0.0% (0)	0.0% (0)	<b>100.0% (1)</b>
<b>Planning</b>	0.0% (0)	0.0% (0)	0.0% (0)	<b>100.0% (1)</b>
<b>Assessment for Monitoring and Supporting Learners (Based on Rubric 5)</b>	0.0% (0)	0.0% (0)	<b>100.0% (1)</b>	0.0% (0)
<b>Instruction</b>	0.0% (0)	0.0% (0)	<b>100.0% (1)</b>	0.0% (0)
<b>Effects on Student Learning</b>	0.0% (0)	0.0% (0)	0.0% (0)	<b>100.0% (1)</b>
<b>Reflection and analysis of assessment data (Based on Rubrics 10, 11, and 15)</b>	0.0% (0)	0.0% (0)	<b>100.0% (1)</b>	0.0% (0)

Evaluation of Student Teaching

Fall, 2014

**With regard to instruction, the candidate:**

**Demonstrates knowledge of subject matter.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 " Beyond expectations	8	40.0%
3 " Meets expectations	10	50.0%
2 " Some concerns	2	10.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Presents subject matter in multiple ways.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 " Beyond expectations	9	45.0%
3 " Meets expectations	11	55.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Relates present instruction to previous and future knowledge.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 " Beyond expectations	11	55.0%
3 " Meets expectations	8	40.0%
2 " Some concerns	1	5.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Helps students apply knowledge to real world problems.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 " Beyond expectations	7	35.0%
3 " Meets expectations	13	65.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Helps students see connections between content and their life experiences.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 " Beyond expectations	9	45.0%
3 " Meets expectations	11	55.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Encourages problem-solving and critical-thinking skills.**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	9	45.0%
3 " Meets expectations	11	55.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Aligns with NYS/Common Core Standards.**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	7	35.0%
3 " Meets expectations	13	65.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Addresses student needs and abilities.**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	6	30.0%
3 " Meets expectations	14	70.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Clearly shows preparation for lessons " plans, materials, supplies.**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	14	70.0%
3 " Meets expectations	6	30.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Uses appropriate teaching methods and materials, including technology.**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	11	55.0%
3 " Meets expectations	9	45.0%
2 " Some concerns	0	0.0%

1 " Doesn't meet expectations 0 0.0%  
**20 responses in 20 results**

**Uses effective techniques for development of literacy.**

Result	Responses	Percentage
4 " Beyond expectations	6	30.0%
3 " Meets expectations	14	70.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Incorporates literacy strategies in content area instruction whenever possible.**

Result	Responses	Percentage
4 " Beyond expectations	8	40.0%
3 " Meets expectations	12	60.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Promotes active engagement during instruction.**

Result	Responses	Percentage
4 " Beyond expectations	10	50.0%
3 " Meets expectations	10	50.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Effectively uses visual and technological tools in instruction and communication.**

Result	Responses	Percentage
4 " Beyond expectations	8	40.0%
3 " Meets expectations	12	60.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Effectively uses oral, written, and nonverbal language.**

Result	Responses	Percentage
4 " Beyond expectations	10	50.0%
3 " Meets expectations	10	50.0%

2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Addresses different learning styles.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 â€“ Beyond expectations	7	35.0%
3 â€“ Meets expectations	13	65.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Is sensitive to diversity in the classroom.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 â€“ Beyond expectations	11	55.0%
3 â€“ Meets expectations	9	45.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Uses teaching strategies consistent with the age level, abilities, and needs of learners.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 â€“ Beyond expectations	11	55.0%
3 â€“ Meets expectations	9	45.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Uses a variety of formal and informal assessments.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 â€“ Beyond expectations	8	40.0%
3 â€“ Meets expectations	12	60.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Uses both formative and summative assessments.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 â€“ Beyond expectations	6	30.0%

3 â€“ Meets expectations	14	70.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Makes instructional decisions based on assessment data.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 â€“ Beyond expectations	5	25.0%
3 â€“ Meets expectations	15	75.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

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**With regard to the classroom environment, the candidate:**

**Demonstrates use of effective management techniques.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 â€“ Beyond expectations	6	30.0%
3 â€“ Meets expectations	14	70.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Handles student disruptions promptly and appropriately.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 â€“ Beyond expectations	7	35.0%
3 â€“ Meets expectations	11	55.0%
2 â€“ Some concerns	2	10.0%
1 â€“ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Interacts positively and relates well with students.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 â€“ Beyond expectations	15	75.0%
3 â€“ Meets expectations	5	25.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Listens respectfully to students and is sensitive to signs of problems.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 " Beyond expectations	14	70.0%
3 " Meets expectations	6	30.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Is sensitive to cultural and individual differences in communication.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 " Beyond expectations	10	50.0%
3 " Meets expectations	10	50.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Sets a tone of cooperation and respect.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 " Beyond expectations	11	55.0%
3 " Meets expectations	8	40.0%
2 " Some concerns	1	5.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Encourages positive social interaction among students.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 " Beyond expectations	10	50.0%
3 " Meets expectations	10	50.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Encourages students to be self-regulated, reflective, and good decision makers.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 " Beyond expectations	9	45.0%
3 " Meets expectations	11	55.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

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**As a reflective professional, the candidate:**



**Analyzes the effectiveness of instruction and makes changes for improvement.**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	12	60.0%
3 â€œ Meets expectations	8	40.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Makes use of feedback to improve instruction.**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	14	70.0%
3 â€œ Meets expectations	6	30.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Works with school personnel to solve classroom problems.**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	9	45.0%
3 â€œ Meets expectations	11	55.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Maintains positive relationships with faculty, staff, and students.**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	12	60.0%
3 â€œ Meets expectations	8	40.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Demonstrates initiative.**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	14	70.0%
3 â€œ Meets expectations	6	30.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Exhibits professional behavior.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 â€œ Beyond expectations	16	80.0%
3 â€œ Meets expectations	4	20.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Exhibits self-confidence.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 â€œ Beyond expectations	11	55.0%
3 â€œ Meets expectations	8	40.0%
2 â€œ Some concerns	1	5.0%
1 â€œ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Has a positive attitude and demeanor.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 â€œ Beyond expectations	15	75.0%
3 â€œ Meets expectations	5	25.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Maintains an acceptable physical appearance.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 â€œ Beyond expectations	16	80.0%
3 â€œ Meets expectations	4	20.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Demonstrates seriousness of purpose during student teaching.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 â€œ Beyond expectations	17	85.0%
3 â€œ Meets expectations	3	15.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

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**With regard to the teaching of Social Studies, the candidate:**

**Helps students understand culture and cultural diversity. (NCSS Theme I)**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	0	0.0%
3 â€œ Meets expectations	8	100.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

**Helps students understand historical concepts related to time, continuity and change. (NCSS Theme II)**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	0	0.0%
3 â€œ Meets expectations	8	100.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

**Helps students understand geographic perspectives, including how environment and geography interact with historical, political, economic, and social trends. (NCSS Theme III)**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	1	12.5%
3 â€œ Meets expectations	7	87.5%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

**Enables students to analyze the interaction between individual development and identity and ethical, ethnic, national, cultural, political, economic, historical, and social factors in specific situations. (NCSS Theme IV)**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	0	0.0%
3 â€œ Meets expectations	8	100.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

**Enable students to evaluate the characteristics and roles of institutions and the**

**effects of interactions between individuals, groups, and institutions on society. (NCSS Theme V)**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€“ Beyond expectations	0	0.0%
3 â€“ Meets expectations	8	100.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

**Helps students understand the characteristics and roles of governance, its historical development, and how it uses power and authority in contemporary societies. (NCSS Theme VI)**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€“ Beyond expectations	1	12.5%
3 â€“ Meets expectations	7	87.5%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

**Helps students understand how people organize for the production, distribution, and consumption of goods and services. (NCSS Theme VII)**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€“ Beyond expectations	0	0.0%
3 â€“ Meets expectations	8	100.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

**Enables students to analyze how science and technology impact society. (NCSS Theme VIII)**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€“ Beyond expectations	0	0.0%
3 â€“ Meets expectations	8	100.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

**Guide students in the study global connections and interconnections among world societies. (NCSS Theme IX)**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€“ Beyond expectations	0	0.0%

3 " Meets expectations	8	100.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

**Helps students understand the civic ideals and practices of citizenship. (NCSS Theme X)**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	0	0.0%
3 " Meets expectations	8	100.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

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**With regard to the teaching of English Language Arts, the candidate:**

**Teaches students a wide variety of reading comprehension strategies; shows students how strategies are flexible for making and monitoring meaning in both print and non-print text. (NCTE Standard 4.9)**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	0	0.0%
3 " Meets expectations	4	100.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**4 responses in 4 results**

**Teaches students a wide variety of strategies to interpret, evaluate, and appreciate texts. (NCTE Standard 3.3.3)**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	3	75.0%
3 " Meets expectations	1	25.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**4 responses in 4 results**

**Engages students in discovering their personal response to texts and helps them to connect such responses to other larger meanings and critical stances. (NCTE Standard 4.8)**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	4	100.0%
3 " Meets expectations	0	0.0%

2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**4 responses in 4 results**

**Uses a wide range of approaches for helping students to draw upon their past experiences, sociocultural backgrounds, interests, capabilities, and under-standings to make meaning of texts. (NCTE Standard 3.3.2)**

Result	Responses	Percentage
4 " Beyond expectations	3	75.0%
3 " Meets expectations	1	25.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**4 responses in 4 results**

**Helps students compose and respond to film, video, graphic, photographic, audio, and multimedia texts. (NCTE Standard 3.6.3)**

Result	Responses	Percentage
4 " Beyond expectations	0	0.0%
3 " Meets expectations	4	100.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**4 responses in 4 results**

**Teaches students to make appropriate selections from different forms of written discourse for a variety of audiences and purposes and to assess the effectiveness of their products in influencing thought and action. (NCTE Standard 3.4.2)**

Result	Responses	Percentage
4 " Beyond expectations	0	0.0%
3 " Meets expectations	4	100.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**4 responses in 4 results**

**Incorporates an in-depth knowledge of English grammars into teaching. (NCTE Standard 3.1.6)**

Result	Responses	Percentage
4 " Beyond expectations	0	0.0%
3 " Meets expectations	4	100.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**4 responses in 4 results**

**Uses ELA extensively and creatively to help students become more familiar with their own and others' cultures. (NCTE Standard 2.2)**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	1	25.0%
3 â€œ Meets expectations	3	75.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**4 responses in 4 results**

**Integrates knowledge of students' language acquisition and development into instruction and assessment. (NCTE Standard 3.1.1)**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	0	0.0%
3 â€œ Meets expectations	4	100.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**4 responses in 4 results**

**Integrate arts and humanities into daily learning; makes meaningful and creative connections between the ELA curriculum and developments in culture, society, and education. (NCTE Standard 2.5, 2.6)**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	2	50.0%
3 â€œ Meets expectations	2	50.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**4 responses in 4 results**

**Works with teachers in other content areas to help students connect important ideas, concepts, and skills within ELA with similar ones in other disciplines. (NCTE Standard 4.3)**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	1	25.0%
3 â€œ Meets expectations	3	75.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**4 responses in 4 results**

**Makes explicit the speech and related behaviors appropriate for conversing about ideas presented through oral, written, and/or visual forms. (NCTE Standard 4.5)**

Result	Responses	Percentage
4 " Beyond expectations	1	25.0%
3 " Meets expectations	3	75.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**4 responses in 4 results**

**Engages students in critical analysis of different media and communications technologies and their effect on students'™ learning. (NCTE Standard 4.6)**

Result	Responses	Percentage
4 " Beyond expectations	2	50.0%
3 " Meets expectations	2	50.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**4 responses in 4 results**

**Integrates learning opportunities in which students demonstrate their abilities to use language for a variety of purposes in communication. (NCTE Standard 4.7)**

Result	Responses	Percentage
4 " Beyond expectations	3	75.0%
3 " Meets expectations	1	25.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**4 responses in 4 results**

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**With regard to the teaching of Languages Other Than English, the candidate:**

**Understands and can describe aspects of the linguistic system of the target language, including structure, function, and meaning. (ACTFL Standard 1b)**

Result	Responses	Percentage
4 " Beyond expectations	3	37.5%
3 " Meets expectations	5	62.5%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

**Compares and contrast languages in order to help students gain insights into the nature of language systems and expose them to authentic language from a variety of regions where the language is spoken. (ACTFL Standard 1c)**

Result	Responses	Percentage
4 " Beyond expectations	3	37.5%



3 " Meets expectations	5	62.5%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

**Integrates concepts from other subject areas into instruction, teaching students strategies for learning this new content in the foreign language. (ACTFL Standard 2c)**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	3	42.8%
3 " Meets expectations	4	57.1%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**7 responses in 8 results**

**Identifies and integrates authentic resources. (ACTFL Standard 2c, 4c)**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	4	50.0%
3 " Meets expectations	4	50.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

**Uses the target language to the maximum extent in classes at all levels of instruction. (ACTFL Standard 3a)**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	5	62.5%
3 " Meets expectations	3	37.5%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

**Designates time for spontaneous interaction with students in the target language, tailoring language use to students'™ developing proficiency levels. (ACTFL Standard 3a)**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	6	85.7%
3 " Meets expectations	1	14.2%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

7 responses in 8 results

**Designs activities in which students will have opportunities to interact meaningfully with one another. (ACTFL Standard 3a)**

Result	Responses	Percentage
4 " Beyond expectations	7	100.0%
3 " Meets expectations	0	0.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

7 responses in 8 results

**Provides feedback to students that focuses on meaning as well as linguistic accuracy, treating errors as a normal part of the language acquisition process. (ACTFL Standard 3a)**

Result	Responses	Percentage
4 " Beyond expectations	3	42.8%
3 " Meets expectations	4	57.1%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

7 responses in 8 results

**Engages in professional development opportunities that strengthen linguistic and cultural competence and promote reflection on practice. (ACTFL Standard 6a)**

Result	Responses	Percentage
4 " Beyond expectations	3	42.8%
3 " Meets expectations	4	57.1%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

7 responses in 8 results

**Understands the value of foreign language learning to the overall success of all students and advocates to promote the field. (ACTFL Standard 6b)**

Result	Responses	Percentage
4 " Beyond expectations	6	85.7%
3 " Meets expectations	1	14.2%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

7 responses in 8 results

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**With regard to the teaching of Science, the candidate:**

**Engages students in studies of the nature of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science. (NSTA Standard 2)**

**There are no responses for this item**

**Engages students in scientific activities that require them to develop concepts and relationships from their observations, data, and inferences. (NSTA Standard 3)**

**There are no responses for this item**

**Engages students in scientific inquiries, including questions of how decisions are made in science. (NSTA Standard 3)**

**There are no responses for this item**

**Engages students in the analysis of scientific problems and solutions. (NSTA Standard 4)**

**There are no responses for this item**

**Relates science instruction to contemporary issues and events. (NSTA Standard 4)**

**There are no responses for this item**

**Promotes the learning of science by students with different abilities, needs, interests, and backgrounds. (NSTA Standard 5b)**

**There are no responses for this item**

**Identifies, accesses, and/or creates resources and activities for science education that are consistent with the National Science Education Standards. (NSTA Standard 6)**

**There are no responses for this item**

**Plans and implement units of study that address the diverse goals of the National Science Education Standards. (NSTA Standard 6)**

**There are no responses for this item**

**Involves students in activities that relate science to resources, stakeholders, or issues important to the community. (NSTA Standard 7)**

**There are no responses for this item**

**In carrying out classroom responsibilities, candidate shows understanding of the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials. (NSTA Standard 9a)**

**There are no responses for this item**

**In conducting science instruction, candidate knows and practices safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials. (NSTA Standard 9b)**

**There are no responses for this item**

**Keeping in mind the activities and abilities of students, the candidate follows emergency procedures, maintains safety equipment, and ensures safety procedures are followed. (NSTA Standard 9c)**

**There are no responses for this item**

**Whenever they encounter living organisms in the classroom or in the field, the candidate treats them in a safe, humane, and ethical manner and respects legal restrictions on their collection, keeping, and use. (NSTA Standard 9d)**

**There are no responses for this item**

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**With regard to the teaching of Mathematics, the candidate:**

**Helps students monitor and reflect on the process of mathematical problem solving. (NCTM Standard 1.4)**

**There are no responses for this item**

**Analyzes and evaluates the mathematical thinking and strategies of students. (NCTM 3.4)**

**There are no responses for this item**

**Demonstrates how mathematical ideas interconnect and build on one another to produce a coherent whole. (NCTM 4)**

**There are no responses for this item**

**Helps students create and use representations to organize, record, and communicate mathematical ideas. (NCTM 5.2)**

**There are no responses for this item**

**Select and uses appropriate technological tools for modeling, analysis, and presentation of mathematical ideas. (NCTM 6.1)**

**There are no responses for this item**

**Displays to students a positive disposition toward mathematical processes and mathematical learning. (NCTM 7)**

**There are no responses for this item**

**Selects and uses appropriate mathematics teaching materials for students with a variety of needs. (NCTM 8.1)**

**There are no responses for this item**

**Uses multiple strategies for assessing students'™ mathematical knowledge, including listening to their thinking. (NCTM 8.3)**

**There are no responses for this item**

**Plans lessons and units that address appropriate mathematical learning goals, including those that address common core standards. (NCTM 8.4)**

**There are no responses for this item**

**Leads classes in mathematical problem solving and in developing in-depth conceptual understanding, helping students develop and test generalizations. (NCTM 8.8)**

**There are no responses for this item**

**Is a member of a professional organization for mathematics instruction and participates, using print and online resources (NCTM 8.5)**

**There are no responses for this item**

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**Thinking of this candidate overall, please make an:**

**Estimate for potential growth as a teacher**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	14	73.6%
3 " Meets expectations	5	26.3%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**19 responses in 19 results**

**Estimate of candidate's progress overall**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	14	73.6%
3 " Meets expectations	4	21.0%
2 " Some concerns	1	5.2%
1 " Doesn't meet expectations	0	0.0%

**19 responses in 19 results**

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Spring, 2015

**With regard to instruction, the candidate:**

**Demonstrates knowledge of subject matter.**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	8	40.0%
3 " Meets expectations	10	50.0%
2 " Some concerns	2	10.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Presents subject matter in multiple ways.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 " Beyond expectations	9	45.0%
3 " Meets expectations	11	55.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Relates present instruction to previous and future knowledge.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 " Beyond expectations	11	55.0%
3 " Meets expectations	8	40.0%
2 " Some concerns	1	5.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Helps students apply knowledge to real world problems.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 " Beyond expectations	7	35.0%
3 " Meets expectations	13	65.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Helps students see connections between content and their life experiences.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 " Beyond expectations	9	45.0%
3 " Meets expectations	11	55.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Encourages problem-solving and critical-thinking skills.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 " Beyond expectations	9	45.0%
3 " Meets expectations	11	55.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Aligns with NYS/Common Core Standards.**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	7	35.0%
3 â€œ Meets expectations	13	65.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Addresses student needs and abilities.**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	6	30.0%
3 â€œ Meets expectations	14	70.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Clearly shows preparation for lessons â€œ plans, materials, supplies.**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	14	70.0%
3 â€œ Meets expectations	6	30.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Uses appropriate teaching methods and materials, including technology.**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	11	55.0%
3 â€œ Meets expectations	9	45.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Uses effective techniques for development of literacy.**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	6	30.0%
3 â€œ Meets expectations	14	70.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**



**Incorporates literacy strategies in content area instruction whenever possible.**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	8	40.0%
3 â€œ Meets expectations	12	60.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Promotes active engagement during instruction.**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	10	50.0%
3 â€œ Meets expectations	10	50.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Effectively uses visual and technological tools in instruction and communication.**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	8	40.0%
3 â€œ Meets expectations	12	60.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Effectively uses oral, written, and nonverbal language.**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	10	50.0%
3 â€œ Meets expectations	10	50.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Addresses different learning styles.**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	7	35.0%
3 â€œ Meets expectations	13	65.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Is sensitive to diversity in the classroom.**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€“ Beyond expectations	11	55.0%
3 â€“ Meets expectations	9	45.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Uses teaching strategies consistent with the age level, abilities, and needs of learners.**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€“ Beyond expectations	11	55.0%
3 â€“ Meets expectations	9	45.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Uses a variety of formal and informal assessments.**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€“ Beyond expectations	8	40.0%
3 â€“ Meets expectations	12	60.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Uses both formative and summative assessments.**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€“ Beyond expectations	6	30.0%
3 â€“ Meets expectations	14	70.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Makes instructional decisions based on assessment data.**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€“ Beyond expectations	5	25.0%
3 â€“ Meets expectations	15	75.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

20 responses in 20 results

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With regard to the classroom environment, the candidate:

**Demonstrates use of effective management techniques.**

Result	Responses	Percentage
4 â€œ Beyond expectations	6	30.0%
3 â€œ Meets expectations	14	70.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

20 responses in 20 results

**Handles student disruptions promptly and appropriately.**

Result	Responses	Percentage
4 â€œ Beyond expectations	7	35.0%
3 â€œ Meets expectations	11	55.0%
2 â€œ Some concerns	2	10.0%
1 â€œ Doesn't meet expectations	0	0.0%

20 responses in 20 results

**Interacts positively and relates well with students.**

Result	Responses	Percentage
4 â€œ Beyond expectations	15	75.0%
3 â€œ Meets expectations	5	25.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

20 responses in 20 results

**Listens respectfully to students and is sensitive to signs of problems.**

Result	Responses	Percentage
4 â€œ Beyond expectations	14	70.0%
3 â€œ Meets expectations	6	30.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

20 responses in 20 results

**Is sensitive to cultural and individual differences in communication.**

Result	Responses	Percentage
4 â€œ Beyond expectations	10	50.0%
3 â€œ Meets expectations	10	50.0%

2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%
<b>20 responses in 20 results</b>		

**Sets a tone of cooperation and respect.**

Result	Responses	Percentage
4 â€“ Beyond expectations	11	55.0%
3 â€“ Meets expectations	8	40.0%
2 â€“ Some concerns	1	5.0%
1 â€“ Doesn't meet expectations	0	0.0%
<b>20 responses in 20 results</b>		

**Encourages positive social interaction among students.**

Result	Responses	Percentage
4 â€“ Beyond expectations	10	50.0%
3 â€“ Meets expectations	10	50.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%
<b>20 responses in 20 results</b>		

**Encourages students to be self-regulated, reflective, and good decision makers.**

Result	Responses	Percentage
4 â€“ Beyond expectations	9	45.0%
3 â€“ Meets expectations	11	55.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%
<b>20 responses in 20 results</b>		

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**As a reflective professional, the candidate:**

**Analyzes the effectiveness of instruction and makes changes for improvement.**

Result	Responses	Percentage
4 â€“ Beyond expectations	12	60.0%
3 â€“ Meets expectations	8	40.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%
<b>20 responses in 20 results</b>		

**Makes use of feedback to improve instruction.**

Result	Responses	Percentage
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4 " Beyond expectations	14	70.0%
3 " Meets expectations	6	30.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Works with school personnel to solve classroom problems.**

Result	Responses	Percentage
4 " Beyond expectations	9	45.0%
3 " Meets expectations	11	55.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Maintains positive relationships with faculty, staff, and students.**

Result	Responses	Percentage
4 " Beyond expectations	12	60.0%
3 " Meets expectations	8	40.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Demonstrates initiative.**

Result	Responses	Percentage
4 " Beyond expectations	14	70.0%
3 " Meets expectations	6	30.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Exhibits professional behavior.**

Result	Responses	Percentage
4 " Beyond expectations	16	80.0%
3 " Meets expectations	4	20.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Exhibits self-confidence.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 " Beyond expectations	11	55.0%
3 " Meets expectations	8	40.0%
2 " Some concerns	1	5.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Has a positive attitude and demeanor.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 " Beyond expectations	15	75.0%
3 " Meets expectations	5	25.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Maintains an acceptable physical appearance.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 " Beyond expectations	16	80.0%
3 " Meets expectations	4	20.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**Demonstrates seriousness of purpose during student teaching.**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 " Beyond expectations	17	85.0%
3 " Meets expectations	3	15.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**20 responses in 20 results**

**With regard to the teaching of Social Studies, the candidate:**

**Helps students understand culture and cultural diversity. (NCSS Theme I)**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 " Beyond expectations	0	0.0%
3 " Meets expectations	8	100.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

**Helps students understand historical concepts related to time, continuity and change. (NCSS Theme II)**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	0	0.0%
3 â€œ Meets expectations	8	100.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

**Helps students understand geographic perspectives, including how environment and geography interact with historical, political, economic, and social trends. (NCSS Theme III)**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	1	12.5%
3 â€œ Meets expectations	7	87.5%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

**Enables students to analyze the interaction between individual development and identity and ethical, ethnic, national, cultural, political, economic, historical, and social factors in specific situations. (NCSS Theme IV)**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	0	0.0%
3 â€œ Meets expectations	8	100.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

**Enable students to evaluate the characteristics and roles of institutions and the effects of interactions between individuals, groups, and institutions on society. (NCSS Theme V)**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€œ Beyond expectations	0	0.0%
3 â€œ Meets expectations	8	100.0%
2 â€œ Some concerns	0	0.0%
1 â€œ Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

**Helps students understand the characteristics and roles of governance, its historical**

**development, and how it uses power and authority in contemporary societies. (NCSS Theme VI)**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	1	12.5%
3 " Meets expectations	7	87.5%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

**Helps students understand how people organize for the production, distribution, and consumption of goods and services. (NCSS Theme VII)**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	0	0.0%
3 " Meets expectations	8	100.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

**Enables students to analyze how science and technology impact society. (NCSS Theme VIII)**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	0	0.0%
3 " Meets expectations	8	100.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

**Guide students in the study global connections and interconnections among world societies. (NCSS Theme IX)**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	0	0.0%
3 " Meets expectations	8	100.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

**Helps students understand the civic ideals and practices of citizenship. (NCSS Theme X)**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	0	0.0%



3 â€“ Meets expectations	8	100.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

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**With regard to the teaching of English Language Arts, the candidate:**

**Teaches students a wide variety of reading comprehension strategies; shows students how strategies are flexible for making and monitoring meaning in both print and non-print text. (NCTE Standard 4.9)**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€“ Beyond expectations	0	0.0%
3 â€“ Meets expectations	4	100.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

**4 responses in 4 results**

**Teaches students a wide variety of strategies to interpret, evaluate, and appreciate texts. (NCTE Standard 3.3.3)**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€“ Beyond expectations	3	75.0%
3 â€“ Meets expectations	1	25.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

**4 responses in 4 results**

**Engages students in discovering their personal response to texts and helps them to connect such responses to other larger meanings and critical stances. (NCTE Standard 4.8)**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€“ Beyond expectations	4	100.0%
3 â€“ Meets expectations	0	0.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

**4 responses in 4 results**

**Uses a wide range of approaches for helping students to draw upon their past experiences, sociocultural backgrounds, interests, capabilities, and under-standings to make meaning of texts. (NCTE Standard 3.3.2)**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€“ Beyond expectations	3	75.0%

3 â€“ Meets expectations	1	25.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

**4 responses in 4 results**

**Helps students compose and respond to film, video, graphic, photographic, audio, and multimedia texts. (NCTE Standard 3.6.3)**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€“ Beyond expectations	0	0.0%
3 â€“ Meets expectations	4	100.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

**4 responses in 4 results**

**Teaches students to make appropriate selections from different forms of written discourse for a variety of audiences and purposes and to assess the effectiveness of their products in influencing thought and action. (NCTE Standard 3.4.2)**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€“ Beyond expectations	0	0.0%
3 â€“ Meets expectations	4	100.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

**4 responses in 4 results**

**Incorporates an in-depth knowledge of English grammars into teaching. (NCTE Standard 3.1.6)**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€“ Beyond expectations	0	0.0%
3 â€“ Meets expectations	4	100.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

**4 responses in 4 results**

**Uses ELA extensively and creatively to help students become more familiar with their own and others' cultures. (NCTE Standard 2.2)**

<b>Result</b>	<b>Responses Percentage</b>	
4 â€“ Beyond expectations	1	25.0%
3 â€“ Meets expectations	3	75.0%
2 â€“ Some concerns	0	0.0%
1 â€“ Doesn't meet expectations	0	0.0%

4 responses in 4 results

**Integrates knowledge of students' language acquisition and development into instruction and assessment. (NCTE Standard 3.1.1)**

Result	Responses	Percentage
4 " Beyond expectations	0	0.0%
3 " Meets expectations	4	100.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

4 responses in 4 results

**Integrate arts and humanities into daily learning; makes meaningful and creative connections between the ELA curriculum and developments in culture, society, and education. (NCTE Standard 2.5, 2.6)**

Result	Responses	Percentage
4 " Beyond expectations	2	50.0%
3 " Meets expectations	2	50.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

4 responses in 4 results

**Works with teachers in other content areas to help students connect important ideas, concepts, and skills within ELA with similar ones in other disciplines. (NCTE Standard 4.3)**

Result	Responses	Percentage
4 " Beyond expectations	1	25.0%
3 " Meets expectations	3	75.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

4 responses in 4 results

**Makes explicit the speech and related behaviors appropriate for conversing about ideas presented through oral, written, and/or visual forms. (NCTE Standard 4.5)**

Result	Responses	Percentage
4 " Beyond expectations	1	25.0%
3 " Meets expectations	3	75.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

4 responses in 4 results

**Engages students in critical analysis of different media and communications**

**technologies and their effect on students'™ learning. (NCTE Standard 4.6)**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	2	50.0%
3 " Meets expectations	2	50.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**4 responses in 4 results**

**Integrates learning opportunities in which students demonstrate their abilities to use language for a variety of purposes in communication. (NCTE Standard 4.7)**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	3	75.0%
3 " Meets expectations	1	25.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**4 responses in 4 results**

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**With regard to the teaching of Languages Other Than English, the candidate:**

**Understands and can describe aspects of the linguistic system of the target language, including structure, function, and meaning. (ACTFL Standard 1b)**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	3	37.5%
3 " Meets expectations	5	62.5%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

**Compares and contrast languages in order to help students gain insights into the nature of language systems and expose them to authentic language from a variety of regions where the language is spoken. (ACTFL Standard 1c)**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	3	37.5%
3 " Meets expectations	5	62.5%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

**Integrates concepts from other subject areas into instruction, teaching students strategies for learning this new content in the foreign language. (ACTFL Standard 2c)**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	3	42.8%
3 " Meets expectations	4	57.1%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**7 responses in 8 results**

**Identifies and integrates authentic resources. (ACTFL Standard 2c, 4c)**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	4	50.0%
3 " Meets expectations	4	50.0%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

**Uses the target language to the maximum extent in classes at all levels of instruction. (ACTFL Standard 3a)**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	5	62.5%
3 " Meets expectations	3	37.5%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**8 responses in 8 results**

**Designates time for spontaneous interaction with students in the target language, tailoring language use to students'™ developing proficiency levels. (ACTFL Standard 3a)**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	6	85.7%
3 " Meets expectations	1	14.2%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**7 responses in 8 results**

**Designs activities in which students will have opportunities to interact meaningfully with one another. (ACTFL Standard 3a)**

<b>Result</b>	<b>Responses Percentage</b>	
4 " Beyond expectations	7	100.0%
3 " Meets expectations	0	0.0%
2 " Some concerns	0	0.0%

1 " Doesn't meet expectations 0 0.0%  
7 responses in 8 results

**Provides feedback to students that focuses on meaning as well as linguistic accuracy, treating errors as a normal part of the language acquisition process. (ACTFL Standard 3a)**

Result	Responses	Percentage
4 " Beyond expectations	3	42.8%
3 " Meets expectations	4	57.1%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

7 responses in 8 results

**Engages in professional development opportunities that strengthen linguistic and cultural competence and promote reflection on practice. (ACTFL Standard 6a)**

Result	Responses	Percentage
4 " Beyond expectations	3	42.8%
3 " Meets expectations	4	57.1%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

7 responses in 8 results

**Understands the value of foreign language learning to the overall success of all students and advocates to promote the field. (ACTFL Standard 6b)**

Result	Responses	Percentage
4 " Beyond expectations	6	85.7%
3 " Meets expectations	1	14.2%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

7 responses in 8 results

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**With regard to the teaching of Science, the candidate:**

**Engages students in studies of the nature of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science. (NSTA Standard 2)**

**There are no responses for this item**

**Engages students in scientific activities that require them to develop concepts and relationships from their observations, data, and inferences. (NSTA Standard 3)**

**There are no responses for this item**

**Engages students in scientific inquiries, including questions of how decisions are made in science. (NSTA Standard 3)**

**There are no responses for this item**

**Engages students in the analysis of scientific problems and solutions. (NSTA Standard 4)**

**There are no responses for this item**

**Relates science instruction to contemporary issues and events. (NSTA Standard 4)**

**There are no responses for this item**

**Promotes the learning of science by students with different abilities, needs, interests, and backgrounds. (NSTA Standard 5b)**

**There are no responses for this item**

**Identifies, accesses, and/or creates resources and activities for science education that are consistent with the National Science Education Standards. (NSTA Standard 6)**

**There are no responses for this item**

**Plans and implement units of study that address the diverse goals of the National Science Education Standards. (NSTA Standard 6)**

**There are no responses for this item**

**Involves students in activities that relate science to resources, stakeholders, or issues important to the community. (NSTA Standard 7)**

**There are no responses for this item**

**In carrying out classroom responsibilities, candidate shows understanding of the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials.**

**(NSTA Standard 9a)**

**There are no responses for this item**

**In conducting science instruction, candidate knows and practices safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials. (NSTA Standard 9b)**

**There are no responses for this item**

**Keeping in mind the activities and abilities of students, the candidate follows emergency procedures, maintains safety equipment, and ensures safety procedures are followed. (NSTA Standard 9c)**

**There are no responses for this item**

**Whenever they encounter living organisms in the classroom or in the field, the candidate treats them in a safe, humane, and ethical manner and respects legal restrictions on their collection, keeping, and use. (NSTA Standard 9d)**

**There are no responses for this item**

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**With regard to the teaching of Mathematics, the candidate:**

**Helps students monitor and reflect on the process of mathematical problem solving. (NCTM Standard 1.4)**

**There are no responses for this item**

**Analyzes and evaluates the mathematical thinking and strategies of students. (NCTM 3.4)**

**There are no responses for this item**

**Demonstrates how mathematical ideas interconnect and build on one another to produce a coherent whole. (NCTM 4)**

**There are no responses for this item**

**Helps students create and use representations to organize, record, and communicate**



mathematical ideas. (NCTM 5.2)

**There are no responses for this item**

**Select and uses appropriate technological tools for modeling, analysis, and presentation of mathematical ideas. (NCTM 6.1)**

**There are no responses for this item**

**Displays to students a positive disposition toward mathematical processes and mathematical learning. (NCTM 7)**

**There are no responses for this item**

**Selects and uses appropriate mathematics teaching materials for students with a variety of needs. (NCTM 8.1)**

**There are no responses for this item**

**Uses multiple strategies for assessing students'™ mathematical knowledge, including listening to their thinking. (NCTM 8.3)**

**There are no responses for this item**

**Plans lessons and units that address appropriate mathematical learning goals, including those that address common core standards. (NCTM 8.4)**

**There are no responses for this item**

**Leads classes in mathematical problem solving and in developing in-depth conceptual understanding, helping students develop and test generalizations. (NCTM 8.8)**

**There are no responses for this item**

**Is a member of a professional organization for mathematics instruction and participates, using print and online resources (NCTM 8.5)**

**There are no responses for this item**

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**Thinking of this candidate overall, please make an:**

**Estimate for potential growth as a teacher**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 " Beyond expectations	14	73.6%
3 " Meets expectations	5	26.3%
2 " Some concerns	0	0.0%
1 " Doesn't meet expectations	0	0.0%

**19 responses in 19 results**

**Estimate of candidate's progress overall**

<b>Result</b>	<b>Responses</b>	<b>Percentage</b>
4 " Beyond expectations	14	73.6%
3 " Meets expectations	4	21.0%
2 " Some concerns	1	5.2%
1 " Doesn't meet expectations	0	0.0%

**19 responses in 19 results**

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