![Adelphi University — Ruth S. Ammon College of Education and Health Sciences]

TEACHER PERFORMANCE ASSESSMENT (TPA)
TAKEN BY INITIAL PROGRAMS
2022 – 2023 Academic Year

PURPOSE

New York State registered teacher preparation programs are required to integrate a teacher performance assessment into the student teaching, practicum, or similar clinical experience (e.g., residency, mentored in-service component) by September 1, 2023. Programs have the flexibility to develop or choose a teacher performance assessment that meets their local interests and needs. This assessment would be designed to promote the professional growth of candidates who are seeking their first Initial teaching certificate

ADMINISTRATION

The administration of the assessment and its use in candidate monitoring or decisions on progression are during a teacher candidate's student teaching and/or practicum experience. This occurs in transition phase 3 – reflective practice. Office of Student Success provides training to university supervisors in order for them to guide their teacher candidates in the TPA assessment. The TPA instructions is listed on the OSS MOODLE page that all students within the program have access to at any time.

INSTRUMENT

In the Teacher Work Sample, students will plan lessons, teach them, assess the associated student work, and reflect on the experience. The purpose of the TPA Anchor Prompts is to assess their ability to plan and enact culturally responsive and sustaining practices as well as technology into their planning, teaching and assessment. (Appendix A)

Teacher Performance Assessment aligns with CAEP, and InTASC standards.

VALIDITY AND RELIABILITY

In Spring 2023 retreat, faculty were assigned groups and each group assigned the following roles: facilitator, recorder, and presenter. Facilitators lead the scoring calibration process. Faculty reviewed 4 student samples of the TPA anchor prompts. Each member scored Student 1, then discussed as group. Then scored all remaining students individually and discussed. The items were rated with a 3-point Likert scale (1- indicator not met, 2- indicator partially met, and 3- indicator met). Summary of all group's scores were discussed and validated.

ANALYSIS

The EPP collected TPA data around 124 candidates (78% white; 12% non-white; 10% not reported). Overall, candidates scored above a 2.6 in all items, with the highest scores (M=2.98) in 2d. Alignment w/National, State or Local Standards, (M=2.94) 4c. Lesson and Unit Structure, and (M=2.93) 2c. Appropriateness for Students.

DATA TABLE: Teacher Performance Assessment (TPA) Candidate Data 2022-2023 AY

N=Total # of program completers   T=Target (3pt. rating scale, T=3)
n=Sample size   M=Mean

INITIAL PROGRAMS	EPP											
	OVERALL		RACE						GENDER			
	N=124		White n=97		Non White n=15		Not Reported n=12		Female n=99		Male n=25	
CRITERIA	T	M	T	M	T	M	T	M	T	M	T	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	92%	2.92	93%	2.9	93%	2.93	83%	2.83	95%	2.95	80%	2.80
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	90%	2.90	91%	2.9	87%	2.87	83%	2.83	95%	2.95	68%	2.68
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	81%	2.81	86%	2.8	73%	2.73	58%	2.58	83%	2.82	76%	2.76
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	82%	2.82	84%	2.8	80%	2.80	75%	2.75	85%	2.85	72%	2.72
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	82%	2.82	85%	2.8	67%	2.67	83%	2.83	84%	2.84	76%	2.76
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	82%	2.82	87%	2.9	67%	2.67	67%	2.67	80%	2.80	92%	2.92
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	90%	2.90	94%	2.9	80%	2.80	75%	2.75	91%	2.91	88%	2.88
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	93%	2.93	95%	2.9	93%	2.93	75%	2.75	92%	2.92	96%	2.96
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	98%	2.98	100%	3.0	100%	3.00	75%	2.75	97%	2.97	100%	3.00
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	92%	2.92	97%	3.0	80%	2.80	67%	2.67	93%	2.93	88%	2.88
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	82%	2.82	87%	2.9	73%	2.73	58%	2.58	86%	2.86	68%	2.68
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	82%	2.81	88%	2.9	67%	2.67	50%	2.50	81%	2.81	84%	2.84
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	91%	2.91	95%	2.9	87%	2.87	67%	2.67	92%	2.92	88%	2.88
3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	73%	2.73	77%	2.8	67%	2.60	50%	2.50	75%	2.74	68%	2.68
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	91%	2.91	93%	2.9	87%	2.87	83%	2.83	94%	2.94	80%	2.80
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	93%	2.93	96%	3.0	80%	2.80	83%	2.83	95%	2.95	84%	2.84
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	94%	2.94	96%	3.0	87%	2.87	83%	2.83	95%	2.95	88%	2.88
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	81%	2.81	84%	2.8	73%	2.73	75%	2.75	83%	2.83	76%	2.76
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	77%	2.77	80%	2.8	73%	2.73	58%	2.58	81%	2.81	64%	2.64
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	84%	2.84	86%	2.9	73%	2.73	83%	2.83	84%	2.84	84%	2.84
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	93%	2.93	96%	3.0	87%	2.87	75%	2.75	92%	2.92	96%	2.96
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	81%	2.81	84%	2.8	80%	2.80	67%	2.67	86%	2.86	64%	2.64
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	86%	2.86	90%	2.9	73%	2.73	75%	2.75	87%	2.87	84%	2.84

CRITERIA	T	M	T	M	T	M	T	M	T	M	T	M
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	89%	2.89	92%	2.9	87%	2.87	67%	2.67	90%	2.90	84%	2.84
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	84%	2.84	87%	2.9	87%	2.87	58%	2.58	85%	2.85	80%	2.80
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	77%	2.77	79%	2.8	87%	2.87	50%	2.50	81%	2.81	64%	2.64
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	77%	2.77	81%	2.8	73%	2.73	50%	2.50	77%	2.77	80%	2.80
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	83%	2.83	85%	2.8	80%	2.80	75%	2.75	85%	2.85	76%	2.76
7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	77%	2.75	79%	2.8	73%	2.73	67%	2.67	80%	2.80	68%	2.56
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	84%	2.83	86%	2.8	80%	2.80	75%	2.75	86%	2.86	76%	2.72
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	77%	2.73	78%	2.7	80%	2.80	58%	2.58	78%	2.77	72%	2.56
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	69%	2.64	68%	2.6	80%	2.80	58%	2.58	72%	2.68	56%	2.48
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	88%	2.88	88%	2.9	92%	2.92	90%	2.90	86%	2.86	100%	3.00
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	82%	2.82	82%	2.8	92%	2.92	70%	2.70	82%	2.82	80%	2.80
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	82%	2.82	83%	2.8	83%	2.83	70%	2.70	82%	2.82	80%	2.80
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3,R1.4; InTasc 1,2,4,5,6,7,8,9,10)	78%	2.69	72%	2.7	83%	2.83	50%	2.40	69%	2.67	80%	2.80
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1,R1.2,R1.3)	78%	2.76	78%	2.8	91%	2.91	60%	2.50	74%	2.72	95%	2.95
10. TECHNOLOGY												
10a. Cite the ISTE standards you addressed in your lesson plans aligned with your objectives and learners. (CAEP R1.3; InTasc 7,8)	88%	2.86	89%	2.9	91%	2.82	70%	2.70	85%	2.83	100%	3.00
10b. How did you use technology to intentionally support your specific group of learners to maximize active, deep learning in your unit of study? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	78%	2.77	80%	2.8	64%	2.55	70%	2.70	78%	2.77	74%	2.74
10c. Why did you choose those particular technology tools to support these specific learners for your learning objectives? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	75%	2.74	80%	2.8	64%	2.55	50%	2.50	72%	2.71	89%	2.89

INITIAL PROGRAM	ADOLESCENT MATH											
	TOTAL		RACE						GENDER			
	N=12		White n=10		Non White n=2		Not Reported n=0		Female n=11		Male n=1	
CRITERIA	T	M	T	M	T	M	T	M	T	M	T	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	100%	3.0	100%	3.0	100%	3.0			100%	3.0	100%	3.0
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	100%	3.0	100%	3.0	100%	3.0			100%	3.0	100%	3.0
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	100%	3.0	100%	3.0	100%	3.0			100%	3.0	100%	3.0
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	83%	2.8	80%	2.8	100%	3.0			82%	2.8	100%	3.0
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	75%	2.8	70%	2.7	100%	3.0			82%	2.8	0%	2.0
2. LEARNING GOALS												

Criterion												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	83%	2.8	80%	2.8	100%	3.0			82%	2.8	100%	3.0
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	83%	2.8	80%	2.8	100%	3.0			82%	2.8	100%	3.0
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	75%	2.8	70%	2.7	100%	3.0			73%	2.7	100%	3.0
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	100%	3.0	100%	3.0	100%	3.0			100%	3.0	100%	3.0
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	100%	3.0	100%	3.0	100%	3.0			100%	3.0	100%	3.0
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	92%	2.9	90%	2.9	100%	3.0			91%	2.9	100%	3.0
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	100%	3.0	100%	3.0	100%	3.0			100%	3.0	100%	3.0
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	100%	3.0	100%	3.0	100%	3.0			100%	3.0	100%	3.0
3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	100%	3.0	100%	3.0	100%	3.0			100%	3.0	100%	3.0
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	92%	2.9	90%	2.9	100%	3.0			91%	2.9	100%	3.0
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	92%	2.9	90%	2.9	100%	3.0			91%	2.9	100%	3.0
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	92%	2.9	90%	2.9	100%	3.0			91%	2.9	100%	3.0
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	92%	2.9	90%	2.9	100%	3.0			91%	2.9	100%	3.0
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	67%	2.7	60%	2.6	100%	3.0			73%	2.7	0%	2.0
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	92%	2.9	90%	2.9	100%	3.0			91%	2.9	100%	3.0
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	100%	3.0	100%	3.0	100%	3.0			100%	3.0	100%	3.0
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	100%	3.0	100%	3.0	100%	3.0			100%	3.0	100%	3.0
5c. Congruence between modifications & learning goals(CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	100%	3.0	100%	3.0	100%	3.0			100%	3.0	100%	3.0
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	100%	3.0	100%	3.0	100%	3.0			100%	3.0	100%	3.0
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	100%	3.0	100%	3.0	100%	3.0			100%	3.0	100%	3.0
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	92%	2.9	90%	2.9	100%	3.0			91%	2.9	100%	3.0
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	92%	2.9	90%	2.9	100%	3.0			91%	2.9	100%	3.0
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	100%	3.0	100%	3.0	100%	3.0			100%	3.0	100%	3.0
7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	92%	2.9	90%	2.9	100%	3.0			91%	2.9	100%	3.0
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	100%	3.0	100%	3.0	100%	3.0			100%	3.0	100%	3.0
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	67%	2.7	60%	2.6	100%	3.0			64%	2.6	100%	3.0
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	67%	2.7	60%	2.6	100%	3.0			73%	2.7	0%	2.0
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	75%	2.8	80%	2.8	50%	2.5			73%	2.7	100%	3.0
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	83%	2.8	80%	2.8	100%	3.0			82%	2.8	100%	3.0

CRITERIA	T	M	T	M	T	M	T	M	T	M	T	M
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	75%	2.8	80%	2.8	50%	2.5			73%	2.7	100%	3.0
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3,R1.4; InTasc 1,2,4,5,6,7,8,9,10)	75%	2.8	80%	2.8	50%	2.5			73%	2.7	100%	3.0
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1,R1.2,R1.3)	83%	2.8	90%	2.9	50%	2.5			82%	2.8	100%	3.0
10. TECHNOLOGY												
10a. Cite the ISTE standards you addressed in your lesson plans aligned with your objectives and learners. (CAEP R1.3; InTasc 7,8)	92%	2.9	90%	2.9	100%	3.0			91%	2.9	100%	3.0
10b. How did you use technology to intentionally support your specific group of learners to maximize active, deep learning in your unit of study? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	67%	2.7	70%	2.7	50%	2.5			73%	2.7	0%	2.0
10c. Why did you choose those particular technology tools to support these specific learners for your learning objectives? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	75%	2.8	80%	2.8	50%	2.5			73%	2.7	100%	3.0

INITIAL PROGRAM	ADOLESCENT SCIENCE											
	TOTAL		RACE						GENDER			
CRITERIA	N=11		White n=8		Non White n=1		Not Reported n=2		Female n=8		Male n=3	
	T	M	T	M	T	M	T	M	T	M	T	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	91%	2.9	100%	3.0	0%	2.0	10%	3.0	88%	2.9	100%	3.0
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	82%	2.8	100%	3.0	0%	2.0	50%	2.5	88%	2.9	67%	2.7
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	73%	2.7	88%	2.9	0%	2.0	50%	2.5	75%	2.8	67%	2.7
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	100%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	91%	2.9	100%	3.0	0%	2.0	100%	3.0	88%	2.9	100%	3.0
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	91%	2.9	100%	3.0	0%	2.0	100%	3.0	88%	2.9	100%	3.0
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	91%	2.9	100%	3.0	0%	2.0	100%	3.0	88%	2.9	100%	3.0
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	91%	2.9	88%	2.9	100%	3.0	100%	3.0	88%	2.9	100%	3.0
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	100%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	91%	2.9	100%	3.0	0%	2.0	100%	3.0	88%	2.9	100%	3.0
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	73%	2.7	88%	2.9	0%	2.0	50%	2.5	75%	2.8	67%	2.7
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	64%	2.6	88%	2.9	0%	2.0	0%	2.0	63%	2.6	67%	2.7
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	91%	2.9	100%	3.0	0%	2.0	100%	3.0	88%	2.9	10%	3.0
3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	64%	2.6	88%	2.9	0%	2.0	0%	2.0	63%	2.6	67%	2.7
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	91%	2.9	100%	3.0	0%	2.0	100%	3.0	88%	2.9	10%	3.0
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	91%	2.9	100%	3.0	0%	2.0	100%	3.0	88%	2.9	100%	3.0
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	91%	2.9	100%	3.0	0%	2.0	100%	3.0	88%	2.9	100%	3.0

4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	82%	2.8	88%	2.9	0%	2.0	100%	3.0	75%	2.8	100%	3.0
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	73%	2.7	88%	2.9	0%	2.0	50%	2.5	63%	2.6	100%	3.0
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	91%	2.9	100%	3.0	0%	2.0	100%	3.0	88%	2.9	100%	3.0
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	91%	2.9	88%	2.9	100%	3.0	100%	3.0	88%	2.9	100%	3.0
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	82%	2.8	88%	2.9	100%	3.0	50%	2.5	88%	2.9	67%	2.7
5c. Congruence between modifications & learning goals(CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	91%	2.9	88%	2.9	100%	3.0	100%	3.0	88%	2.9	100%	3.0
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	100%	3.0	10%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	82%	2.8	88%	2.9	100%	3.0	50%	2.5	75%	2.8	100%	3.0
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	73%	2.7	88%	2.9	100%	3.0	0%	2.0	75%	2.8	67%	2.7
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	64%	2.6	75%	2.8	0%	2.0	50%	2.5	75%	2.8	33%	2.3
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	91%	2.9	88%	2.9	100%	3.0	100%	3.0	88%	2.9	10%	3.0
7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	73%	2.7	88%	2.9	0%	2.0	50%	2.5	63%	2.6	100%	3.0
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	82%	2.8	88%	2.9	0%	2.0	100%	3.0	75%	2.8	100%	3.0
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	73%	2.7	88%	2.9	100%	3.0	0%	2.0	75%	2.8	67%	2.7
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	64%	2.6	75%	2.8	100%	3.0	0%	2.0	63%	2.6	67%	2.7
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	73%	2.7	63%	2.6	100%	3.0	100%	3.0	63%	2.6	100%	3.0
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	91%	2.9	88%	2.9	10%	3.0	100%	3.0	88%	2.9	100%	3.0
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	73%	2.7	75%	2.8	100%	3.0	50%	2.5	63%	2.6	100%	3.0
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3,R1.4; InTasc 1,2,4,5,6,7,8,9,10)	64%	2.6	63%	2.6	100%	3.0	50%	2.5	50%	2.5	100%	3.0
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1,R1.2,R1.3)	50%	2.4	50%	2.5			50%	2.0	33%	2.2	100%	3.0
10. TECHNOLOGY												
10a. Cite the ISTE standards you addressed in your lesson plans aligned with your objectives and learners. (CAEP R1.3; InTasc 7,8)	75%	2.6	67%	2.5			100%	3.0	67%	2.5	100%	3.0
10b. How did you use technology to intentionally support your specific group of learners to maximize active, deep learning in your unit of study? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	88%	2.9	83%	2.8			100%	3.0	83%	2.8	100%	3.0
10c. Why did you choose those particular technology tools to support these specific learners for your learning objectives? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	63%	2.6	67%	2.7			50%	2.5	50%	2.5	100%	3.0

INITIAL PROGRAM	ART EDUCATION GRADUATE											
	TOTAL		RACE						GENDER			
	N=14		White n=9		Non White n=3		Not Reported n=2		Female n=13		Male n=1	
CRITERIA	T	M	T	M	T	M	T	M	T	M	T	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	100%	3.0	100%	3.0	10%	3.0	100%	3.0	100%	3.0	100%	3.0
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	100%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	71%	2.7	89%	2.9	33%	2.3	50%	2.5	77%	2.8	0%	2.0
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	93%	2.9	100%	3.0	67%	2.7	100%	3.0	92%	2.9	100%	3.0
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	93%	2.9	100%	3.0	67%	2.7	100%	3.0	92%	2.9	100%	3.0
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	86%	2.9	100%	3.0	67%	2.7	50%	2.5	85%	2.8	100%	3.0
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	93%	2.9	100%	3.0	67%	2.7	100%	3.0	92%	2.9	100%	3.0
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	93%	2.9	100%	3.0	67%	2.7	100%	3.0	92%	2.9	100%	3.0
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	100%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	100%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	93%	2.9	100%	3.0	67%	2.7	100%	3.0	92%	2.9	100%	3.0
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	71%	2.7	89%	2.9	33%	2.3	50%	2.5	77%	2.8	0%	2.0
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	100%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0
3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	79%	2.8	89%	2.9	67%	2.7	50%	2.5	77%	2.8	100%	3.0
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	100%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	86%	2.9	100%	3.0	33%	2.3	100%	3.0	92%	2.9	0%	2.0
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	100%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	86%	2.9	100%	3.0	67%	2.7	50%	2.5	85%	2.8	100%	3.0
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	93%	2.9	100%	3.0	67%	2.7	100%	3.0	92%	2.9	100%	3.0
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	100%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	93%	2.9	100%	3.0	67%	2.7	100%	3.0	92%	2.9	100%	3.0
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	93%	2.9	100%	3.0	67%	2.7	100%	3.0	92%	2.9	100%	3.0
5c. Congruence between modifications & learning goals(CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	93%	2.9	100%	3.0	67%	2.7	100%	3.0	92%	2.9	100%	3.0
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	93%	2.9	10%	3.0	67%	2.7	100%	3.0	92%	2.9	100%	3.0
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	93%	2.9	100%	3.0	67%	2.7	100%	3.0	92%	2.9	100%	3.0

CRITERIA												
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	100%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	100%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	100%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0
7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	93%	2.9	100%	3.0	67%	2.7	100%	3.0	92%	2.9	100%	3.0
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	100%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0	100%	3.0
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	93%	2.9	100%	3.0	67%	2.7	100%	3.0	92%	2.9	100%	3.0
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	93%	2.9	100%	3.0	67%	2.7	100%	3.0	92%	2.9	100%	3.0
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	10%	3.0	100%	3.0					100%	3.0		
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	100%	3.0	100%	3.0					100%	3.0		
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	100%	3.0	100%	3.0					100%	3.0		
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3,R1.4; InTasc 1,2,4,5,6,7,8,9,10)	100%	3.0	100%	3.0					100%	3.0		
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1,R1.2,R1.3)	100%	3.0	100%	3.0					100%	3.0		
10. TECHNOLOGY												
10a. Cite the ISTE standards you addressed in your lesson plans aligned with your objectives and learners. (CAEP R1.3; InTasc 7,8)	100%	3.0	100%	3.0					100%	3.0		
10b. How did you use technology to intentionally support your specific group of learners to maximize active, deep learning in your unit of study? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	100%	3.0	100%	3.0					100%	3.0		
10c. Why did you choose those particular technology tools to support these specific learners for your learning objectives? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	100%	3.0	100%	3.0					100%	3.0		

INITIAL PROGRAM	CHILDHOOD EDUCATION											
	TOTAL		RACE						GENDER			
CRITERIA	N=40		White n=35		Non White n=3		Not Reported n=2		Female n=38		Male n=2	
	T	M	T	M	T	M	T	M	T	M	T	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	95%	2.95	94%	2.9	100%	3.00	100%	3.00	95%	2.95	100%	3.00
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	95%	2.95	94%	2.9	100%	3.00	100%	3.00	95%	2.95	100%	3.00
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	83%	2.80	80%	2.8	100%	3.00	100%	3.00	82%	2.79	100%	3.00
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	90%	2.90	89%	2.9	100%	3.00	100%	3.00	89%	2.89	100%	3.00
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	85%	2.85	83%	2.8	100%	3.00	100%	3.00	84%	2.84	100%	3.00
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	78%	2.78	77%	2.8	67%	2.67	100%	3.00	76%	2.76	100%	3.00

Criterion												
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	100%	3.00	100%	3.0	100%	3.00	100%	3.00	100%	3.00	100%	3.00
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	100%	3.00	100%	3.0	100%	3.00	100%	3.00	100%	3.00	100%	3.00
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	98%	2.98	100%	3.0	100%	3.00	50%	2.50	97%	2.97	100%	3.00
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	95%	2.95	97%	3.0	100%	3.00	50%	2.50	95%	2.95	100%	3.00
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	90%	2.90	91%	2.9	100%	3.00	50%	2.50	89%	2.89	100%	3.00
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	80%	2.80	77%	2.8	100%	3.00	100%	3.00	79%	2.79	100%	3.00
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	95%	2.95	97%	3.0	100%	3.00	50%	2.50	95%	2.95	100%	3.00
3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	70%	2.70	69%	2.7	67%	2.67	100%	3.00	68%	2.68	100%	3.00
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	98%	2.98	97%	3.0	100%	3.00	100%	3.00	97%	2.97	100%	3.00
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	100%	3.00	100%	3.0	100%	3.00	100%	3.00	100%	3.00	100%	3.00
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	100%	3.00	100%	3.0	100%	3.00	100%	3.00	100%	3.00	100%	3.00
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	83%	2.83	80%	2.8	100%	3.00	100%	3.00	82%	2.82	100%	3.00
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	83%	2.83	83%	2.8	100%	3.00	50%	2.50	82%	2.82	100%	3.00
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	80%	2.80	77%	2.8	100%	3.00	100%	3.00	79%	2.79	100%	3.00
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	100%	3.00	100%	3.0	100%	3.00	100%	3.00	100%	3.00	100%	3.00
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	88%	2.88	86%	2.9	100%	3.00	100%	3.00	87%	2.87	100%	3.00
5c. Congruence between modifications & learning goals(CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	88%	2.88	86%	2.9	100%	3.00	100%	3.00	87%	2.87	100%	3.00
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	90%	2.90	91%	2.9	100%	3.00	50%	2.50	89%	2.89	100%	3.00
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	90%	2.90	91%	2.9	100%	3.00	50%	2.50	89%	2.89	100%	3.00
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	80%	2.80	83%	2.8	67%	2.67	50%	2.50	79%	2.79	100%	3.00
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	68%	2.68	71%	2.7	67%	2.67	0%	2.00	66%	2.66	100%	3.00
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	85%	2.85	83%	2.8	100%	3.00	100%	3.00	84%	2.84	100%	3.00
7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	85%	2.85	83%	2.8	100%	3.00	100%	3.00	84%	2.84	100%	3.00
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	88%	2.88	86%	2.9	100%	3.00	100%	3.00	87%	2.87	100%	3.00
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	88%	2.88	86%	2.9	100%	3.00	100%	3.00	87%	2.87	100%	3.00
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	73%	2.65	69%	2.6	100%	3.00	100%	3.00	71%	2.63	100%	3.00
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	86%	2.86	88%	2.9	100%	3.00	50%	2.50	86%	2.86	100%	3.00
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	78%	2.78	78%	2.8	100%	3.00	50%	2.50	77%	2.77	100%	3.00
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	89%	2.89	91%	2.9	100%	3.00	50%	2.50	89%	2.89	100%	3.00

CRITERIA												
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3,R1.4; InTasc 1,2,4,5,6,7,8,9,10)	70%	2.65	69%	2.7	100%	3.00	50%	2.00	69%	2.63	100%	3.00
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1,R1.2,R1.3)	68%	2.65	66%	2.6	100%	3.00	50%	2.50	66%	2.63	100%	3.00
10. TECHNOLOGY												
10a. Cite the ISTE standards you addressed in your lesson plans aligned with your objectives and learners. (CAEP R1.3; InTasc 7,8)	89%	2.89	87%	2.9	100%	3.00	100%	3.00	88%	2.88	100%	3.00
10b. How did you use technology to intentionally support your specific group of learners to maximize active, deep learning in your unit of study? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	76%	2.76	75%	2.8	100%	3.00	50%	2.50	74%	2.74	100%	3.00
10c. Why did you choose those particular technology tools to support these specific learners for your learning objectives? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	76%	2.66	67%	2.7	67%	2.67	50%	2.50	64%	2.64	100%	3.00

INITIAL PROGRAM	PHYSICAL EDUCATION UNDERGRAD											
	TOTAL		RACE						GENDER			
CRITERIA	N=10		White n=9		Non White n=1		Not Reported n=0		Female n=6		Male n=4	
	T	M	T	M	T	M	T	M	T	M	T	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	80%	2.80	78%	2.8	100%	3.00			100%	3.00	50%	2.50
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	80%	2.80	78%	2.8	100%	3.00			100%	3.00	50%	2.50
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	80%	2.80	78%	2.8	100%	3.00			100%	3.00	50%	2.50
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	60%	2.60	56%	2.6	100%	3.00			100%	3.00	0%	2.00
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	70%	2.70	67%	2.7	100%	3.00			100%	3.00	25%	2.25
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	90%	2.90	89%	2.9	100%	3.00			100%	3.00	75%	2.75
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	80%	2.80	78%	2.8	100%	3.00			100%	3.00	50%	2.50
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	90%	2.90	89%	2.9	100%	3.00			100%	3.00	75%	2.75
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	100%	3.00	100%	3.0	100%	3.00			100%	3.00	100%	3.00
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	100%	3.00	100%	3.0	100%	3.00			100%	3.00	100%	3.00
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	90%	2.90	89%	2.9	100%	3.00			100%	3.00	75%	2.75
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	100%	3.00	100%	3.0	100%	3.00			100%	3.00	100%	3.00
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	90%	2.90	89%	2.9	100%	3.00			100%	3.00	75%	2.75
3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	80%	2.80	78%	2.8	100%	3.00			100%	3.00	50%	2.50
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	70%	2.70	67%	2.7	100%	3.00			100%	3.00	25%	2.25
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	90%	2.90	89%	2.9	100%	3.00			100%	3.00	75%	2.75
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	90%	2.90	89%	2.9	100%	3.00			100%	3.00	75%	2.75

Criterion	%		%		%				%		%	
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	70%	2.70	67%	2.7	100%	3.00			100%	3.00	25%	2.25
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	70%	2.70	67%	2.7	100%	3.00			100%	3.00	25%	2.25
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	80%	2.80	89%	2.9	100%	2.00			83%	2.83	75%	2.75
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	100%	3.00	100%	3.0	100%	3.00			100%	3.00	100%	3.00
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	70%	2.70	78%	2.8	0%	2.00			83%	2.83	50%	2.50
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	80%	2.80	89%	2.9	0%	2.00			83%	2.83	75%	2.75
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	80%	2.80	78%	2.8	100%	3.00			100%	3.00	50%	2.50
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	80%	2.80	78%	2.8	100%	3.00			100%	3.00	50%	2.50
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	70%	2.70	67%	2.7	100%	3.00			100%	3.00	25%	2.25
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	90%	2.90	89%	2.9	100%	3.00			100%	3.00	75%	2.75
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	70%	2.70	67%	2.7	100%	3.00			100%	3.00	25%	2.25
7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	70%	2.60	67%	2.6	100%	3.00			100%	3.00	25%	2.00
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	70%	2.60	67%	2.6	100%	3.00			100%	3.00	25%	2.00
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	90%	2.80	89%	2.8	100%	3.00			100%	3.00	75%	2.50
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	70%	2.60	67%	2.6	100%	3.00			100%	3.00	25%	2.00
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	100%	3.00	100%	3.0	100%	3.00			100%	3.00	100%	3.00
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	78%	2.78	75%	2.8	100%	3.00			100%	3.00	33%	2.33
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	78%	2.78	75%	2.8	100%	3.00			100%	3.00	33%	2.33
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3,R1.4; InTasc 1,2,4,5,6,7,8,9,10)	78%	2.78	75%	2.8	100%	3.00			100%	3.00	33%	2.33
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1,R1.2,R1.3)	100%	3.00	100%	3.0	100%	3.00			100%	3.00	100%	3.00
10. TECHNOLOGY												
10a. Cite the ISTE standards you addressed in your lesson plans aligned with your objectives and learners. (CAEP R1.3; InTasc 7,8)	100%	3.00	100%	3.0	100%	3.00			100%	3.00	100%	3.00
10b. How did you use technology to intentionally support your specific group of learners to maximize active, deep learning in your unit of study? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	78%	2.78	75%	2.8	100%	3.00			100%	3.00	33%	2.33
10c. Why did you choose those particular technology tools to support these specific learners for your learning objectives? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	78%	2.89	88%	2.9	100%	3.00			100%	3.00	67%	2.67

APPENDIX A

CRITERIA	CAEP Standard	INTASC Standard	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met (TARGET)
CONTEXTUAL FACTORS					
Knowledge of Community, School and Classroom Factors	R1.1 R1.3	1,2,3,7	Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.
Knowledge of Characteristics of Students	R1.1 R1.3	1,2,3,7	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities).	Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher displays general and specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.
Knowledge of Students' Varied Approaches to Learning	R1.1 R1.3	1,2,3,7	Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general and specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.
Knowledge of Students' Skills and Prior Learning	R1.1 R1.3	1,2,3,7	Teacher displays little or irrelevant knowledge of students' skills and prior learning.	Teacher displays general knowledge of students' skills and prior learning that may affect learning.	Teacher displays general and specific understanding of students' skills and prior learning that may affect learning.
Implications for Instructional Planning and Assessment	R1.1 R1.3	1,2,3,7	Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.
LEARNING GOALS					
Significance, Challenge, and Variety	R1.1 R1.2 R1.3	1,2,4,5,7,8	Goals reflect only one type or level of learning.	Goals reflect several types or levels of learning but lack significance or challenge.	Goals reflect several types or levels of learning and are significant and challenging.
Clarity	R1.1 R1.2 R1.3	1,2,4,5,7,8	Goals are not stated clearly and are activities rather than learning outcomes.	Some of the goals are clearly stated as learning outcomes.	Most of the goals are clearly stated as learning outcomes.
	R1.1 R1.2	1,2,4,5,7,8	Goals are not appropriate for the development; pre-	Some goals are appropriate for the development; pre-	Most goals are appropriate for the development; pre- requisite

Appropriateness For Students	R1.3		requisite knowledge, skills, experiences; or other student needs.	requisite knowledge, skills, experiences; and other student needs	knowledge, skills, experiences; and other student needs.
Alignment with National, State or Local Standards	R1.1 R1.2 R1.3	1,2,4,5,7,8	Goals are not aligned with national, state or local standards.	Some goals are aligned with national, state or local standards.	Most of the goals are explicitly aligned with national, state or local standards.
			ASSESSMENT PLAN		
Alignment with Learning Goals and Instruction	R1.1 R1.2 R1.3	1,2,4,5,6,8	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.	Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.	Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.
Clarity of Criteria and Standards for Performance	R1.1 R1.2 R1.3	1,2,4,5,6,8	The assessments contain no clear criteria for measuring student performance relative to the learning goals.	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.	Assessment criteria are clear and are explicitly linked to the learning goals.
Multiple Modes and Approaches	R1.1 R1.2 R1.3	1,2,4,5,6,8	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.
Technical Soundness	R1.1 R1.2 R1.3	1,2,4,5,6,8	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.
Adaptations Based on the Individual Needs of Students	R1.1 R1.2 R1.3	1,2,4,5,6,8	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.
			DESIGN FOR INSTRUCTION		
Alignment with Learning Goals	R1.1 R1.2 R1.3	1,2,3,4,5,7,8	Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are	Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All

			aligned with learning goals. Not all learning goals are covered in the design.	are aligned with learning goals. Most learning goals are covered in the design.	learning goals are covered in the design.
Accurate Representation of Content	R1.1 R1.2 R1.3	1,2,3,4,5,7,8	Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Teacher's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.	Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.
Lesson and Unit Structure	R1.1 R1.2 R1.3	1,2,3,4,5,7,8	The lessons within the unit are not logically organized (e.g., sequenced).	The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.	All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.
Use of a Variety of Instruction, Activities, Assignments and Resources	R1.1 R1.2 R1.3	1,2,3,4,5,7,8	Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets).	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources	R1.1 R1.2 R1.3	1,2,3,4,5,7,8	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Some instructions have been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.	Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.
Use of Technology	R1.1 R1.2 R1.3	1,2,3,4,5,7,8	Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.	Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.	Teacher integrate appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.
INSTRUCTIONAL DECISION MAKING					
Sound Professional Practice	R1.1 R1.2 R1.3 R1.4	1,2,3,4,5,7,8,9	Many instructional decisions are inappropriate and not pedagogically sound.	Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.	Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning).

Modifications Based on Analysis of Student Learning	R1.1 R1.2 R1.3 R1.4	1,2,3,4,5,7,8,9	Teacher treats class as "one plan fits all" with no modifications.	Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.	Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.
Congruence Between Modifications and Learning Goals	R1.1 R1.2 R1.3 R1.4	1,2,3,4,5,7,8,9	Modifications in instruction lack congruence with learning goals.	Modifications in instruction are somewhat congruent with learning goals.	Modifications in instruction are congruent with learning goals.
ANALYSIS OF STUDENT LEARNING					
Clarity and Accuracy of Presentation	R1.2 R1.3	4,5,6,7,8	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is understandable and contains few errors.	Presentation is easy to understand and contains no errors of representation.
Alignment with Learning Goals	R1.2 R1.3	4,5,6,7,8	Analysis of student learning is not aligned with learning goals.	Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.
Interpretation of Data	R1.2 R1.3	4,5,6,7,8	Interpretation is inaccurate and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is meaningful, and appropriate conclusions are drawn from the data.
Evidence of Impact on Student Learning	R1.2 R1.3	4,5,6,7,8	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes evidence of the impact on student learning in terms of the number of students who achieved and made progress toward each learning goal.
REFLECTION AND SELF-EVALUATION					
Interpretation of Student Learning	R1.2 R1.3 R1.4	5,6,7,8,9,10	No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in "Analysis of Student Learning" section.	Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple hypotheses for why some students did not meet learning goals.

Insights on Effective Instruction and Assessment	R1.2 R1.3 R1.4	5,6,7,8,9,10	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.
Alignment Among Goals, Instruction, and Assessment	R1.2 R1.3 R1.4	5,6,7,8,9,10	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.
Implications for Future Teaching	R1.2 R1.3 R1.4	5,6,7,8,9,10	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.
Implications for Professional Development	R1.2 R1.3 R1.4	5,6,7,8,9,10	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.
CULTURALLY RESPONSIVE-SUSTAINING FRAMEWORK					
Welcoming and affirming environment	R1.1 R1.2 R1.3 R1.4	1,2,3,4,5,6,7,8,9	Provides **no** relevant evidence. OR Addresses how a welcoming and affirming environment was established **in a superficial way**.	Provides **one or more** pieces of relevant evidence. AND Addresses how the evidence contributes to a welcoming and affirming environment **in a general way**.	Provides **two or more** pieces of relevant evidence. AND Addresses how the evidence contributes to a welcoming and affirming environment **in an intentional and thoughtful way**.

High expectations and rigorous instruction	R1.1 R1.2 R1.3 R1.4	1,2,3,4,5,6,7,8,9, 10	Provides **no** relevant evidence. OR Addresses how high expectations and rigorous instruction were established **in a superficial way**.	Provides **one or more** pieces of relevant evidence. AND Addresses how the evidence contributes to high expectations and rigorous instruction **in a general way**.	Provides **two or more** pieces of relevant evidence. AND Addresses how the evidence contributes to high expectations and rigorous instruction **in an intentional and thoughtful way**.
Inclusive curriculum and assessment	R1.1 R1.2 R1.3 R1.4	1,2,3,4,56,7,8,9, 10	Provides **no** relevant evidence. OR Addresses how inclusive curriculum and assessment were established **in a superficial way**.	Provides **one or more** pieces of relevant evidence. AND Addresses how the evidence contributes to inclusive curriculum and assessment **in a general way**.	Provides **two or more** pieces of relevant evidence. AND Addresses how the evidence contributes to inclusive curriculum and assessment **in an intentional and thoughtful way**.
Engaging in ongoing professional learning and support	R1.1 R1.2 R1.3 R1.4	1,2,4,5,6,7,8,9, 10	Provides **no** relevant evidence. OR Addresses how one engaged in ongoing professional learning and support **in a superficial way**.	Provides **one or more** pieces of relevant evidence. AND Addresses how the evidence shows how one engaged in ongoing professional learning and support **in a general way**.	Provides **two or more** pieces of relevant evidence. AND Addresses how the evidence shows how one engaged in ongoing professional learning and support **in an intentional and thoughtful way**.
IMPLICIT BIASES					
Reflection and Awareness: *Reflect* on past experiences and	R1.1 R1.2 R1.3		Provides **no** evidence relevant to any of the criteria.	Provides **one or more** pieces of evidence relevant to one or more of the criteria.	Provides **two or more** pieces of evidence relevant to one or more of the criteria.

how they might influence your perspective and decision-making. **Engagement**: *Engage* in opportunities to learn about diversity, equity, and inclusion. **Feedback**: *Seek feedback* from colleagues and students on perspectives that are different from your own. **Review Plans, Materials and Assignments**: From a review of lesson plans, materials, and assignments, identify potential stereotypes, assumptions, or oversights.			OR Addresses how one examined one's own implicit biases **in a superficial way**.	AND Addresses how the evidence shows how one examined one's own implicit biases **in a general way**.	AND Addresses how the evidence shows how one examined one's own implicit biases **in an intentional and thoughtful way**.
TECHNOLOGY					
How did the technology you used align with ISTE standards and the learning goals of your unit?	R1.3	7,8	Does not cite appropriate ISTE standards. OR Does not align the ISTE standards with learning goals.	Aligns technology used with ISTE standards. OR Aligns technology used with learning goals.	Aligns technology used with ISTE standards. AND Aligns technology used with learning goals.
How did you use these particular technology tools to support your specific learners?	R1.1 R1.3	1,2,3,7,8	Describes how the tools were used for the whole class **in a superficial way**.	Describes how the tools were used for the whole class **or** specific groups of students **in a general way**.	Describes how the tools were used for the whole class **and** specific groups of students **in a thoughtful and intentional way**.

How would you change which technologies you used and/or how you used those technologies if you taught the unit again?	R1.1 R1.3	1,2,3,7,8	Describes changes **in a superficial way**.	Describes or explains changes **in a general way**.	Describes and explains changes **in a thoughtful and intentional way**.