



# College of Education Assessment Coordinator Report 2021-2022

Submitted by:  
Dr. Nancy C. Grim, August 29, 2022

## COE Conceptual Framework

The COE Conceptual Framework stipulates the shared vision, mission, philosophy, purpose, goals, and standards for preparing educators to work in P-12 schools. It communicates the knowledge bases, including theories, research, and the wisdom of practice. Five critical themes synthesize our conceptual framework to express what we do on a daily basis to prepare our candidates: (P) Professionalism, (A) Assessment, (C) Content knowledge, (T) Technology and (S) Standards. These themes, which are represented by the PACTS acronym, express how our teacher preparation programs and other personnel preparation programs prepare our candidates to support students learning.

The College of Education is committed to the principle that we: 1) Develop knowledge, skills and dispositions that characterize (P)rofessional school personnel; 2) (A)ssess our candidates' competencies and prepare them to assess the abilities of students; 3) Develop (C)ontent and pedagogical knowledge among our candidates; 4) Model the use of (T)echnology as tools that prepare candidates to effectively and efficiently facilitate learning; 5) Adhere to (S)tandards when designing and redesigning programs to insure best practices inside and outside the classroom. The PACTS acronym also serves an added purpose of offering five alphabetic indicators for the College's motto: We Prepare All Candidates To Support student learning. Our faculty and staff employ best practices in teaching, learning, and assessment to ensure that our candidates are prepared to support student learning.

## COE Key Assessment System

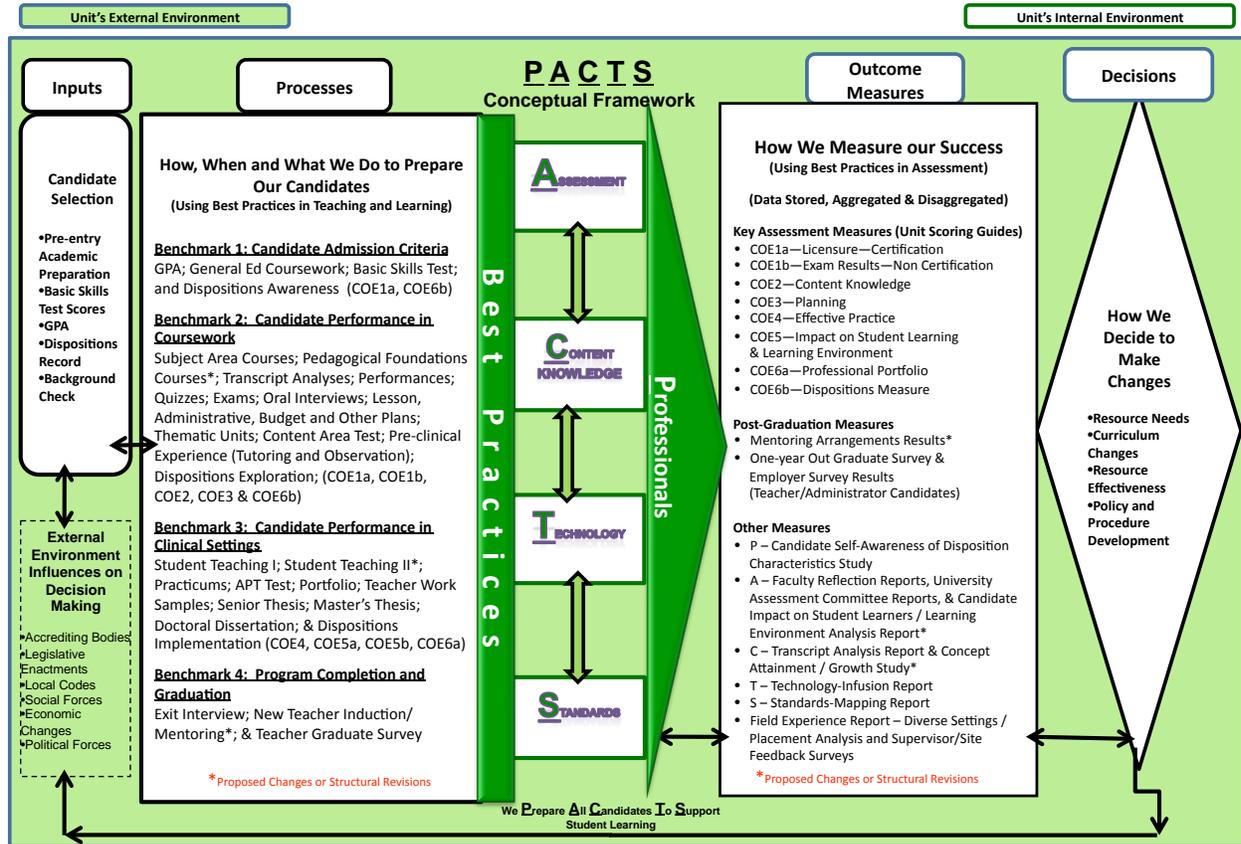
The COE Key Assessment System is designed to consider the stages of Input / Processes / Outcome Measures and Decisions that are then used to continually improve candidate performance over time. As shown in the diagram below, the College acknowledges the influence of both internal and external factors that shape our practices. In general, we have identified four key benchmarks through which our candidates are transformed: (1) Admission, (2) Candidate Performance in Coursework, (3) Candidate Performance in Clinical Settings, and (4) Program Completion / Graduation.

COE Faculty transform candidates through learning experiences aligned with our PACTS conceptual framework. Then, we as a College at the course level, program level and College level, review our Outcome Measures that include our COE Key Assessments, COE Post-Program Completion / Graduation Measures and other Program or College level measures needed to assure that our candidates meet the expectations by the Illinois State Board of Education or other outside Approval Entity. Intentionally, program level assessment coordinators are then able to use our College and Program-specific key assessment instruments and other measures to report to the University through the University Assessment Committee process.

This intentional approach helps us as a College to retain a level of coherence across programs through the initial licensure, advanced licensure and non-licensure program. This is especially important because we as a College are building the framework to seek College level accreditation once again, either through CAEP or AQUIP at a future point in time. To do that, we need three to five years of clean data to demonstrate our commitment to engagement in continual improvement in candidate performance.

## Unit Assessment System

How We Select, Admit and Prepare Candidates, Measure Our Success and Make Decisions about Program Improvements



### COE Key Assessment Scoring Guides

In Academic Year 2021-2022, the College of Education made it a priority to focus on the redesign of the COE Key Assessment Scoring Guides to align with the Danielson Framework, the Candidate Preservice Assessment Student Teaching (CPAST) and Education Teacher Performance Assessment (edTPA) key objectives for the student teaching / clinical learning experiences. The “pilot” in AY 2022 was primarily on meeting the needs for the initial licensure programs which will then be carried over, and adapted at the program level as appropriate, in AY 2023 for advanced licensure and non-licensure programs.

In the process of updating our COE Key Assessments to align with the Danielson Framework (DF), we determined that it was in our best interest to renumber our scoring guides according. Please note: the DF elements became the new indicators, but we retained some elements that keep us aligned to our COE PACTS Conceptual Framework and to edTPA, and added some new elements to reflect the transition from DF to the edTPA / CPAST recommended foci.

## Danielson Framework Correlation to COE Key Assessment Scoring Guides – Fall 2021

DOMAIN 1: PLANNING AND PREPARATION	DOMAIN 2: THE CLASSROOM ENVIRONMENT		
<p><b>1a Demonstrating Knowledge of Content and Pedagogy</b>                      · Content and the structure of the discipline · Prerequisite relationships                      · Content-related pedagogy</p> <p><b>1b Demonstrating Knowledge of Students</b>                      · Child and adolescent development · Learning process                      · Students' skills, knowledge, and language proficiency                      · Students' interests and cultural heritage · Students' special need</p> <p><b>1c Setting Instructional Outcomes</b>                      · Value, sequence, and alignment · Clarity · Balance                      · Suitability for diverse students</p> <p><b>1d Demonstrating Knowledge of Resources</b>                      · For classroom use · To extend content knowledge and pedagogy                      · Resources for students</p> <p><b>1e Designing Coherent Instruction</b>                      · Learning activities · Instructional materials and resources · Instructional groups                      · Lesson and unit structure</p> <p><b>1f Designing Student Assessments</b>                      · Congruence with instructional outcomes · Criteria and standards                      · Design of formative assessments · Use for planning</p>	<p><b>2a Creating an Environment of Respect and Rapport</b>                      · Teacher interactions with students, including both words and actions                      · Student interactions with other students, including both words and action</p> <p><b>2b Establishing a Culture for Learning</b>                      · Importance of content and of learning                      · Expectations for learning and achievement · Student pride in work</p> <p><b>2c Managing Classroom Procedures</b>                      · Instructional groups · Transitions · Materials and supplies                      · Performance of classroom routines                      · Supervision of volunteers and paraprofessionals</p> <p><b>2d Managing Student Behavior</b>                      · Expectations · Monitoring of student behavior                      · Response to student misbehavior</p> <p><b>2e Organizing Physical Space</b>                      · Safety and accessibility                      · Arrangement of furniture and use of physical resources</p>		
<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>	<b>DOMAIN 3: INSTRUCTION</b>		
<p><b>4a Reflecting on Teaching</b>                      · Accuracy · Use in future teaching</p> <p><b>4b Maintaining Accurate Records</b>                      · Student completion of assignments · Student progress in learning                      · Non-instructional records</p> <p><b>4c Communicating with Families</b>                      · Information about the instructional program · Information about individual students                      · Engagement of families in the instructional program</p> <p><b>4d Participating in a Professional Community</b>                      · Relationships with colleagues · Involvement in culture of professional inquiry                      · Service to the school · Participation in school and district projects</p> <p><b>4e Growing and Developing Professionally</b>                      · Enhancement of content knowledge and pedagogical skill                      · Receptivity to feedback from colleagues · Service to the profession</p> <p><b>4f Showing Professionalism</b>                      · Integrity and ethical conduct · Service to students · Advocacy                      · Decision-making · Compliance with school and district regulations</p>	<p><b>3a Communicating With Students</b>                      · Expectations for learning · Directions for activities                      · Explanations of content · Use of oral and written language</p> <p><b>3b Using Questioning and Discussion Techniques</b>                      · Quality of questions/prompts · Discussion techniques                      · Student participation</p> <p><b>3c Engaging Students in Learning</b>                      · Activities and assignments · Grouping of students                      · Instructional materials and resources · Structure and pacing</p> <p><b>3d Using Assessment in Instruction</b>                      · Assessment criteria · Monitoring of student learning                      · Feedback to students                      · Student self-assessment and monitoring of progress</p> <p><b>3e Demonstrating Flexibility and Responsiveness</b>                      · Lesson adjustment · Response to students                      · Persistence</p>		
<b>UNSATISFACTORY • LEVEL 1</b>	<b>BASIC • LEVEL 2</b>	<b>PROFICIENT • LEVEL 3</b>	<b>DISTINGUISHED • LEVEL 4</b>

## CPAST - Candidate Preservice Assessment Student Teaching

Pedagogy	Alignment	Dispositions	Alignment
<b>Planning for Instruction and Assessment</b>		<b>Professional Commitment and Behaviors</b>	
<b>A. Focus for Learning: Standards and Objectives/Targets</b>	InTASC 7a	<b>N. Participates in Professional Development</b>	
<b>B. Materials and Resources</b>	InTASC 7b	<b>O. Demonstrates Effective Communication with Parents or Legal Guardians</b>	InTASC 10d
<b>C. Assessment of P-12 Learning</b>	InTASC 6b	<b>P. Demonstrates Punctuality</b>	InTASC 9o
<b>D. Differentiated Methods</b>	InTASC 2c	<b>Q. Meets Deadlines and Obligations</b>	InTASC 9o
<b>Instructional Delivery</b>		<b>R. Preparation</b>	InTASC 3d
<b>E. Learning Target and Directions</b>	InTASC 7c	<b>Professional Relationships</b>	
<b>F. Critical Thinking</b>	InTASC 5d	<b>S. Collaboration</b>	InTASC 10b
<b>G. Checking for Understanding and Adjusting Instruction through Formative Assessment</b>	InTASC 8b	<b>T. Advocacy to Meet the Needs of Learners or for the Teaching Profession</b>	InTASC 10j
<b>Assessment</b>		<b>Critical Thinking and Reflective Practice</b>	
<b>H. Digital Tools and Resources</b>	CAEP 1.5	<b>U. Responds Positively to Constructive Criticism</b>	
<b>I. Safe and Respectful Learning Environment</b>	InTASC 3d	InTASC 9n	
<b>Analysis of Teaching</b>			
<b>J. Data-Guided Instruction</b>	CAEP 2.3		
<b>K. Feedback to Learners</b>	InTASC 6d		
<b>L. Assessment Techniques</b>	InTASC 7d		
<b>Connections to Research and Theory</b>			
<b>M. Connections to Research and Theory</b>	CAEP 1.2		
<b>Exceeds Expectations (3 points)</b>	<b>Meets Expectations (2 points)</b>	<b>Emerging (1 point)</b>	<b>Does Not Meet Expectations (0 points)</b>

The scoring guides developed and launched in AY 2022 for use with foundations courses, methods courses and pre-clinical learning experiences included:

- COE 2A - Content Knowledge and Skills - Scoring Guide
- COE 2B - Content - Technology - Scoring Guide
- COE 3 - Lesson / Unit Planning (DF Domain 1) - Scoring Guide
- COE 4 - Classroom Environment / Impact on Student Learning (DF Domain 2) - Scoring Guide
- COE 5 - Effective Practice / Instruction (DF Domain 3) - Scoring Guide
- COE 6 - Professionalism / Dispositions / Reflective Practice (DF Domain 4) - Scoring Guide

Please see the Appendix to review these COE Key Assessment Scoring Guides.

Please note: There are some SPA related Addendum scoring guide indicators for SPED, ECH, Secondary Math, and Secondary Science, and Secondary Social Studies that were also built into *LiveText*, as appropriate.

The scoring guides developed and launched in AY 2022 for use with Methods courses, Field Practicum Course and Student Teaching / clinical learning experiences included:

- COE Form B-1: COE Pre-Clinical Experience | Field Lessons | Mock Lessons in Methods Course - Scoring Guide
- COE Form B-2: COE Student Teaching Scoring Guide
- COE Form B-3: COE Candidate Work Sample - Scoring Guide

Please see the Appendix to review these COE Key Assessment Scoring Guides.

All *Student Teaching* Field Lessons and the Candidate Work Sample project were assessed by the COE Student Teaching - Scoring Guide - Fall 2021 that includes the CCAST indicators plus some essential edTPA and Danielson Framework indicators [i.e. Context for Learning, Use of Technology, Pre-Assessment Planning] that are not included in the original CCAST instrument. The Final Student Teaching Evaluation were assessed using the COE Student Teaching - Final CCAST - Scoring Guide - Fall 2021.

In addition, these tools were launched for external partners using Google Forms as a pilot in AY 2022, including the Cooperating Teachers in our partner schools. This process was much more efficient that was possible with the original add-on module in *LiveText*. On one hand – this was a good decision. On the other, the data analytics was not as useful and required more work for programs to filter out distinctions for analysis. As a result, the College will be piloting this external function using Qualtrics in AY 2023. Furthermore, all external reporting functions – such surveys for candidates, alumni, partner schools and employers will be transitioned to Qualtrics in AY 2023. This does not include the mandated surveys for public school employers and alumni of initial licensure programs who teach in public schools, which is a function handled by the Illinois State Board of Education. That means that it is necessary for the College to support our advanced licensure and non-licensure programs to systematically collect indirect

data sources, such as survey tools. The College has elected to use Qualtrics in AY 2023 to standardize data collection.

Please note: COE 1 is reserved for GPAs, Licensure Exams and/or Program-level Comprehensive Exams. The licensure data is maintained by the COE Assessment Coordinator as reported every six weeks or so by Pearson Testing Service on behalf of the Illinois Licensure Testing System. This data is connected together over a series of matching reports and reported to the US Department of Education through the Title II Report. In AY 2022 – the system was migrated to a new server which led to a reporting delay into June 2022. Data is provided by the COE Assessment Coordinator to the Program Assessment Coordinators for local reporting and decision-making processes.

**Data for AY 2017 to 2022:**

COE - 1 - Grade Point Averages at Admission and Completion (Initial Licensure):

The COE requires candidates applying for admission into the College of Education to have a minimum GPA of 3.0 or better. Candidates who applied for admission into programs housed within the unit had an overall average GPA of 3.22, thus, meeting and exceeding CAEP's minimum criteria of 3.0. Disaggregated data by program indicates candidates who applied for admission into our initial licensure programs had overall average GPA's that fell within the range of 3.01 to 3.70.

The COE requires candidates to have a GPA of 3.0 or better to graduate from their program of study. Data indicates candidates who applied for graduation from the unit had an overall GPA of 3.52. Disaggregated data by program indicates candidates who applied for graduation had overall GPA's that fell within the range of 3.39 to 3.75, hence, confirming they demonstrated the knowledge and understanding of critical concepts related to their selected areas of study.

**COE - 1 - State Licensure Exams:**

In compliance with the Illinois State Board of Education regulations, candidates are required to take and successfully pass the following key assessments:

A Content Area Licensure Exam: related to their area of specialization. The passing score for this test, which is required before candidates apply for and register for their student teaching/internship experience, is reported using a range from 100 to 300 with a total test score of 240 or higher required for passing. [Exhibit 01.06, 01.07]

EdTPA: a performance-based, subject-specific assessment required for initial teacher licensure. The passing score for this test, (which is required by the time candidates enrolled in our initial licensure programs complete their Student Teaching-II Experience), is established by the State. While the passing score for the 2017–2018 was 37 points and 39 points during the 2018-2019 academic years respectively, the Governor of the State of Illinois issued a proclamation that halted this assessment during the Coronavirus-19 Pandemic.

In determining performance, (as far as the content area licensure exams are concerned), the unit ranks candidates' performance as: Target: means the teacher candidate performed significantly well, as he/she passed this exam with a total scaled score that is one standard deviation above the

state average (265 to 300); Acceptable: means the teacher candidate performed adequately as he/she passed this exam with a total scaled score of (240 to 264); and Unacceptable: means the teacher candidate performed poorly and needs intervention, as he/she failed this exam with a total scaled score that is (below 240). All test scores are reported using a range from 100 to 300, with a total test score of 240 or higher required for one to pass these state licensure exams. The COE's expectation is that all admitted candidates to initial licensure and advanced licensure programs must score at the acceptable level or above.

### COE 1 – Licensure Exam Data (July 1, 2017 to June 30, 2022)

NAME	ILTS Pearson	Test Data Reported: July 1, 2020 to June 30, 2022	Average Score	Candidates (n)	First Attempt Pass (n)	First Attempt Fail (n)	First Attempt Pass (%)	First Attempt Fail (%)	Final Attempt Pass (n)	Final Attempt Fail (n)	Final Attempt Pass (%)	Final Attempt Fail (%)	Repeats (n)	Attempts Average	Attempts > 3
Early Childhood Education (Birth to Grade 3)	Test 206	<b>Comprehensive</b>	228	35	8	27	22.86	77.14	14	21	40.00	60.00	20	2.42	9.00
	Subarea 1	<i>Child Development and Assessment</i>	238												
	Subarea 2	<i>Language and Literacy Development</i>	228												
	Subarea 3	<i>Learning Across the Curriculum</i>	229												
	Subarea 4	<i>Professional Relationships &amp; Responsibilities</i>	249												
Elementary Education (Grades 1-6)	Test 305/701	<b>Comprehensive</b>	225	30	4	26	13.33	86.67	12	18	40.00	60.00	13	2.4	5.00
	Subarea 1	<i>Language and Literacy</i>	223												
	Subarea 2	<i>Mathematics</i>	218												
	Subarea 3	<i>Science</i>	228												
	Subarea 4	<i>Social Science</i>	220												
	Subarea 5	<i>Fine Arts</i>	233												
	Subarea 6	<i>Physical Development and Health</i>	234												
Art (PreK-12)		<b>No Data Available</b>		n<5											
English Language Arts (Grade 6 to 12)	Test 207	<b>Comprehensive</b>	210	2	0	2	0.00	100.00	0	2	0.00	100.00	1	3.00	0
	Subarea 1	<i>Reading Comprehension</i>	207	n<5											
	Subarea 2	<i>Reading Literacy and Informational Texts</i>	247												
	Subarea 3	<i>Writing and Research</i>	233												
	Subarea 4	<i>Speaking, Listening, and Viewing</i>	253												
Foreign Language: Spanish (PreK-12)		<b>No Data Available</b>		n<5											
Mathematics (Grade 6 to 12)	Test 208	<b>Comprehensive</b>	195	7	1	6	14.29	85.71	1	6	14.29	85.71	1	2.14	1
	Subarea 1	<i>Mathematical Practices/Tech/Discipl Lit</i>	225												
	Subarea 2	<i>Number Systems and Operations</i>	208												
	Subarea 3	<i>Functions and Algebra</i>	201												

	Subarea 4	<i>Differential and Integral Calculus</i>	176													
	Subarea 5	<i>Measurement and Geometry</i>	185													
	Subarea 6	<i>Stats, Probability, &amp; Discrete Mathematics</i>	186													
<b>Music Education (preK-12)</b>	<b>Test 212</b>	<b>Comprehensive</b>	<b>230</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>25.00</b>	<b>75.00</b>	<b>1</b>	<b>3</b>	<b>25.00</b>	<b>75.00</b>	<b>0</b>	<b>1.00</b>	<b>0</b>	
	Subarea 1	<i>Responding: Listening Skills</i>	240	n<5												
	Subarea 2	<i>Music Theory: Mus Elements and Structures</i>	219													
	Subarea 3	<i>Creating and Performing Music</i>	234													
	Subarea 4	<i>Connecting: Music History/Culture/Context</i>	251													
	Subarea 5	<i>Content Specific Ped: Music Education</i>	215													
<b>Physical Education (K-12)</b>	<b>Test 144</b>	<b>Comprehensive</b>	<b>252</b>	<b>17</b>	<b>12</b>	<b>5</b>	<b>70.59</b>	<b>29.41</b>	<b>16</b>	<b>1</b>	<b>94.12</b>	<b>5.88</b>	<b>5</b>	<b>1.53</b>	<b>1</b>	
	Subarea 1	<i>Health-Related Physical Fitness</i>	254													
	Subarea 2	<i>Movement and Skill Acquisition</i>	249													
	Subarea 3	<i>Role of Physical Ed in Development</i>	258													
	Subarea 4	<i>The Physical Education Program</i>	257													
<b>Social Science: History (6-12)</b>	<b>Test 246</b>	<b>Comprehensive</b>		n<5												
	Subarea 1	<i>Social Science Foundational Skills</i>														
	Subarea 2	<i>Social Science Foundational Knowledge</i>														
	Subarea 3	<i>Historical Concepts and World History</i>														
	Subarea 4	<i>U.S. and Illinois History</i>														
<b>Learning Behavior Specialist I</b>	<b>Test 155</b>	<b>Comprehensive</b>	<b>254</b>	<b>55</b>	<b>43</b>	<b>12</b>	<b>78.18</b>	<b>21.82</b>	<b>46</b>	<b>9</b>	<b>83.64</b>	<b>16.36</b>	<b>5</b>	<b>1.15</b>	<b>0</b>	
	Subarea 1	<i>Foundations and Characteristics</i>	258													
	Subarea 2	<i>Assess Students &amp; Develop Programs</i>	262													
	Subarea 3	<i>Plan and Deliver Instruction</i>	258													
	Subarea 4	<i>Manage the Learning Environment</i>	245													
	Subarea 5	<i>Work in a Learning Community</i>	248													
	Subarea 6	<i>Professional Conduct</i>	259													
<b>Special Education General Curriculum</b>	<b>Test 246</b>	<b>Comprehensive</b>	<b>242</b>	<b>41</b>	<b>26</b>	<b>15</b>	<b>63.41</b>	<b>36.59</b>	<b>30</b>	<b>11</b>	<b>73.17</b>	<b>26.83</b>	<b>9</b>	<b>1.46</b>	<b>2</b>	
	Subarea 1	<i>Reading and Literacy</i>	249													
	Subarea 2	<i>Mathematics</i>	243													
	Subarea 3	<i>Natural Sciences</i>	250													
	Subarea 4	<i>Social Sciences</i>	229													
<b>Principal as Instructional</b>	<b>Test 195</b>	<b>Comprehensive</b>	<b>257</b>	<b>14</b>	<b>11</b>	<b>3</b>	<b>78.57</b>	<b>21.43</b>	<b>12</b>	<b>2</b>	<b>85.71</b>	<b>14.29</b>	<b>1</b>	<b>1.14</b>	<b>0</b>	
	Subarea 1	<i>Planning, Change and Accountability</i>	264													

<b>Leader SubTest 1</b>	Subarea 2	<i>Instructional Improvement</i>	250													
	Subarea 3	<i>Constructed-Response Assignments</i>	259													
<b>Principal as Instructional Leader SubTest 2</b>	<b>Test 196</b>	<b>Comprehensive</b>	<b>243</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>50.00</b>	<b>50.00</b>	<b>3</b>	<b>3</b>	<b>50.00</b>	<b>50.00</b>	<b>0</b>	<b>1.00</b>	<b>0</b>	
	Subarea 1	<i>Visionary Ldrshp., Collab., &amp; Contexts of Ed</i>	231													
	Subarea 2	<i>School Mgmt and Legal/Ethical Guidelines</i>	245													
	Subarea 3	<i>Constructed-Response Assignments</i>	254													
<b>Library Information Science</b>	<b>Test 220</b>	<b>Comprehensive</b>	<b>246</b>	<b>10</b>	<b>6</b>	<b>4</b>	<b>60.00</b>	<b>40.00</b>	<b>7</b>	<b>3</b>	<b>70.00</b>	<b>30.00</b>	<b>1</b>	<b>1.10</b>	<b>0</b>	
	Subarea 1	<i>Teaching for Learning</i>	237													
	Subarea 2	<i>Literacy and Reading</i>	236													
	Subarea 3	<i>Information and Knowledge</i>	261													
	Subarea 4	<i>Leadership and Advocacy</i>	246													
	Subarea 5	<i>Program Managament and Administration</i>	253													
<b>School Counselor</b>	<b>Test 235</b>	<b>Comprehensive</b>	<b>256</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>75.00</b>	<b>25.00</b>	<b>3</b>	<b>1</b>	<b>75.00</b>	<b>25.00</b>	<b>0</b>	<b>1.00</b>	<b>0</b>	
	Subarea 1	<i>Human Development and Learning</i>	226	<b>n&lt;5</b>												
	Subarea 2	<i>Assessment, Instruction and Services</i>	256													
	Subarea 3	<i>The School Counseling Program</i>	300													
	Subarea 4	<i>The Professional School Counselor</i>	256													
<b>School Social Worker</b>	<b>Test 184</b>	<b>Comprehensive</b>	<b>260</b>	<b>30</b>	<b>28</b>	<b>2</b>	<b>93.33</b>	<b>6.67</b>	<b>28</b>	<b>2</b>	<b>93.33</b>	<b>6.67</b>	<b>2</b>	<b>1.07</b>	<b>0</b>	
	Subarea 1	<i>Soc. Work Theories, Interv., &amp; Services</i>	261													
	Subarea 2	<i>Assessment, Planning and Evaluation</i>	267													
	Subarea 3	<i>Consult, Collab., Advoc. &amp; Facilitation</i>	267													
	Subarea 4	<i>Learning Comm. &amp; School Soc. Worker</i>	249													

### COE 1 - Analysis and Recommendation

The data analysis of licensure test score data is revealing that our programs need to implement strategies to increase the likelihood that our candidates can take and pass these licensure examinations successfully on the first attempt. For example, in the Department of Education Studies, our faculty have agreed to support academic wrap-around services on test-taking strategies and content review as part of each methods courses linked to a sub-area score. The DES faculty have requested that we reopen the Teacher Resource Center to support efforts by faculty to offer weekly workshops for our candidates in preparation for taking the ELED and ECH licensure examinations.

This five-year data analysis (AY 2017-2022) is result of a year-long project to restore / rebuild a master database of test score data that can now be used by program assessment coordinators and faculty to disaggregate test performance data through different lens to try to “see” emergent areas to be addressed. One key finding is that for some candidates, they are taking the licensure exams

more than three attempts and some up to 8 attempts and still not passing. More anecdotal evidence is needed at the program level to discern what is happening. Early feedback data shows that our candidates did not perform well during the Coronavirus-19 Pandemic conditions with remote learning instruction, despite the push by students to do classwork only online. That insight has led some programs to request that our University Distance Education Committee consider allowing courses to become synchronous online or synchronous hybrid to give our candidates the real-time engagement they need to be successful. That conversation with DEC is expected to continue in AY 2023.

**COE - 2: Content Knowledge:** COE-created key assessments designed to determine how well candidates demonstrate major central concepts, assumptions, debates, principles, and theories central to their content area. Based on the rating system used by the unit, candidates' performance on this assessment, (which is required for program completion), is ranked as: Target: means the candidate has extensive knowledge/performed proficiently well as he/she received a total mean score between 2.5 to 3.0; Acceptable: means the candidate has adequate knowledge/performed sufficiently well as he/she received a total mean score between 2.0 to 2.49; and Unacceptable: means the candidate has limited knowledge/requires intervention as he/she received a total mean score below 2.0. Candidate performance, in relation to each standard and sub-element assessed, is also tracked and documented for the purpose of determining areas where program improvements are needed. The COE's expectation is that all admitted candidates to initial licensure and advanced licensure programs must score at the acceptable level or above on key assessments each specific program utilizes for COE-2, relative to their area of specialty.

Data collected in relation to this assessment, indicates majority of the candidates were ranked in the target range on element 2.1B (knowledge and use of major concepts, assumptions, debates, principles, and theories that are central to the content) and element 2.6B (knowledge and use of content-specialized vocabulary, communication of theories and ideas using standard written English).

Disaggregated data indicates scores received on all the other elements ( i.e. 2.2B- Knowledge and use of processes of inquiry central to content; 2.3B- Knowledge and use of the relationship of content areas to other content and real-life applications; and 2.4B- Knowledge and use of the content as it relates to diverse populations and contexts) placed candidates' performance in the acceptable range as completers from the Early Childhood, Elementary Education, Special Education, and Secondary English and Secondary Science programs received a score of 2.00.

While the numbers of completers in each specific program were less than ten/small, programs housed within the unit offer review sessions each semester, for candidates who are getting ready to do this assessment. Provided is an overview of what each assessment pertains to, courses where information related to each key assessment is covered, and strategies candidates need to use as they prepare to do this assessment.

To verify candidates' content knowledge, and ability to demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility, the COE utilizes:

**COE-3 - Planning:** A COE-created a key assessment which is completed during student teaching/internship experience. This assessment is designed to determine how well candidates plan instruction. The data indicates majority of the candidates were ranked as target as their scores fell within the range of 2.7 to 3.0. Disaggregated data by program also indicates candidate performance ranged from 2.50 to 3.00 on elements measured through this assessment.

While this finding confirms these candidates have the ability to identify and use technology in facilitating instruction, engaging students in ongoing instruction, and addressing students' diverse needs, data disaggregated by program shows mean scores that ranged from 2.00 – 2.25 were received by candidates who graduated from the Bilingual Elementary (BSED) program and one undergraduate and two MAT candidates from the Physical Education Program during the 2020 – 2021 academic year, on the element that measured their ability to proficiently employ technology to support assessment practice, engage learners more fully during instruction, and assess and address learner needs (3.26C). Given the number of candidates this applies to was less than ten, the unit is going to monitor this area more closely in 2022 – 2023.

**COE-4 - Classroom Environment / Impact on Student Learning:** a COE-created a key assessment which is completed during student teaching-1/internship experience. This assessment is designed to assess candidate's impact on student learning, commitment that affords P-12 students access to rigorous college- and-career ready standards, and their ability to use research and evidence-based practices to measure their own professional practice and their P-12 students' knowledge, skills, and growth in a particular area(s) over a specified period of time. The data indicates majority of the candidates received scores that placed their performance in the acceptable to target range as they received scores that ranged from 2.75 to 3.0. Disaggregated data also indicates candidates from programs housed in the unit received scores that fell within the acceptable to target range.

**COE-5 - Effective Practice / Instruction:** a COE-created key assessment which is based on the last two formal observations completed at the end of each eight-week student teaching/internship placement. This assessment which is required during the 16 weeks of student teaching/internship experience is designed to evaluate candidates' teaching performance, and their impact on student learning and commitment that affords P-12 students access to rigorous college-and-career ready standards. The data indicates candidates' performance ranged from acceptable to target as they received scores that ranged from 2.0 to 3.0. Disaggregated data also indicates candidates from programs housed in the unit received scores that fell within the acceptable to target range.

However, a review of disaggregated data indicates candidates' performance was mainly ranked in the acceptable range on the element measuring their ability to use technology to document student progress (4.13C). Based on this finding, additional information focusing on how technology can be used to document student progress is going to be infused in courses where concepts related to technology are covered.

**COE - 6: Professional Portfolio and Dispositions:** a COE-created key assessment which is required by the time candidates take and successfully complete their Internship/Student Teaching

-1 Experience. This assessment is designed to give candidates the opportunity to assess their own professional growth, learning experience, expertise as educators, and dispositions.

In determining performance relative to these four key assessments, the COE ranks candidates' performance as: Target: means the candidate has extensive knowledge/performed proficiently well as he/she received a total mean score between 2.5 to 3.0; Acceptable: means the candidate has adequate knowledge/performed sufficiently well as he/she received a total mean score between 2.0 to 2.49; and Unacceptable: means the candidate has limited knowledge/requires intervention as he/she received a total mean score below 2.0. Candidate performance, in relation to each standard and sub-element assessed, is also tracked and documented for the purpose of determining areas where program improvements are needed. The COE's expectation is that all admitted candidates to initial licensure and advanced licensure programs must score at the acceptable level or above. The data indicates majority of the candidates received scores that placed their performance in the acceptable to target range as they received scores that ranged from 2.75 to 3.0. Disaggregated data also indicates candidates from programs housed in the unit received scores that fell within the acceptable to target range.

A review of data disaggregated by program indicates a small number of completers had scores that fell in the acceptable range on element 5.2G and 5.3F. On this basis, these areas will continue to be monitored during 2022 -2023.

**COE-7: Surveys:** a COE-created: a) Completer Survey; b) Cooperating Teacher Survey; and c) Employer Perception Surveys designed to give us feedback related to how our candidates and partners perceive our teacher preparation programs, in addition to how well our graduates demonstrate knowledge and skills needed for enhancing students' performance.

### **Recommendations and Next Steps**

Between the years of financial exigency and the Coronavirus-19 Pandemic, our support services for students were eliminated. The data on these COE Key Assessments are showing the consequences of the constraints of academic support mechanisms for our candidates. The collective voice of the Assessment Coordinators on behalf of their program faculty is that we need to re-establish mechanisms of support through our courses and centralized through our Teacher Resource Center, such as test-taking strategy workings, individualized tutoring, and other wrap-around services.

Programmatically, the recommended focus for COE Assessment work is to meet the Illinois State Board of Education (ISBE) requirement to incorporate the new IL Culturally Relevant Teaching Standards. Programs also need to revisit the Program-specific scoring guides to ensure that they meet any Specialty Program Association expectations. The other major emphasis in AY 2023 needs to be an Enrollment, Retention, Graduation analysis from a historical perspective and for those currently enrolled. The third emphasis needs to be standardization of external survey tools using Qualtrics for the College and for Programs. These actions will lead us one step closer to being eligible for consideration for CAEP Accreditation.

# 0 - COE 2 - Technology Scoring Guide - Fall 2021

by Chicago State University Administration Account

## COE Assessment - Expanded CPAST - Candidate Preservice Assessment Student Teaching - Rubric

### CPAST - Pedagogy - Instructional Delivery - Rubric

	<b>Exceeds Expectations</b> (3.000 pts)	<b>Meets Expectations</b> (2.000 pts)	<b>Emerging</b> (1.000 pt)	<b>Does Not Meet Expectations</b> (0.000 pt)
<b>CAEP 5.3F - Use of Technology to Support Formative Assessment During Lessons</b> (1.000, 50.0%)	<p>The candidate has extensive knowledge of appropriate ways technology is used to support assessment practices that checks for understanding (whole class/group AND individual learners) during lessons using formative assessment</p> <p>AND</p> <p>Differentiates through planned and responsive adjustments (whole class/group and individual learners)</p>	<p>The candidate has adequate knowledge of appropriate ways technology is used to support assessment practices that checks for understanding (whole class/group AND individual learners) during lessons using formative assessment</p> <p>AND</p> <p>Differentiates through planned and responsive adjustments (whole class/group and individual learners)</p>	<p>The candidate demonstrates an emerging level of knowledge of appropriate ways technology is used to support assessment practices that checks for understanding (whole class/group AND individual learners) during lessons using formative assessment</p> <p>AND</p> <p>Differentiates through planned and responsive adjustments (whole class/group and individual learners)</p>	<p>The candidate has limited or no knowledge of appropriate ways technology is used to support assessment practices</p> <p>AND/OR</p> <p>Does not check for understanding during lessons using formative assessment</p> <p>OR Does not make any adjustments based on learners' responses</p>
<b>H. Digital Tools and Resources</b> (1.000, 50.0%)	<p>Discusses AND uses a variety of developmentally appropriate technologies (digital tools and resources) that:</p> <ol style="list-style-type: none"> <li>1. Are relevant to learning objectives / targets of the lesson</li> <li>2. Engage learners in the demonstration of knowledge or skills</li> <li>3. Extend learners' understanding of concepts</li> </ol>	<p>Discusses AND uses developmentally appropriate technologies (digital tools and resources) that:</p> <ol style="list-style-type: none"> <li>1. Are relevant to learning objectives / targets of the lesson</li> <li>2. Engage learners in the demonstration of knowledge or skills</li> </ol>	<p>Discusses developmentally appropriate technologies (digital tools and resources) relevant to learning objectives / targets of the lesson</p> <p>AND</p> <p>Technology is not available</p>	<p>One of the following:</p> <p>A. Does not use technologies (digital tools and resources) to engage learners</p> <p>AND</p> <p>Technology is available in the setting</p> <p>OR</p> <p>B. Use of technologies is not relevant to the learning objectives/ targets of the lesson</p> <p>OR</p> <p>C. Does not discuss technologies</p> <p>AND</p> <p>Technology is not available in the setting</p>

## CPAST - Pedagogy - Assessment - Rubric

	<b>Exceeds Expectations</b> (3.000 pts)	<b>Meets Expectations</b> (2.000 pts)	<b>Emerging</b> (1.000 pt)	<b>Does Not Meet Expectations</b> (0.000 pt)
<b>J. Data Guided Instruction</b> (1.000, 50.0%)	Uses data-informed decisions (trends and patterns) to set short and long term goals for future instruction and assessment  AND Uses contemporary tools for learner data record-keeping and analysis	Uses data-informed decisions to design instruction and assessment  AND Uses contemporary tools for learner data record-keeping	Uses minimal data to design instruction and assessment	Does not use data to design instruction and assessment
<b>COE 6 - DF4b - Maintaining Accurate Records</b> (1.000, 50.0%)	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.

## CPAST - Dispositions - Professional Commitment and Behaviors - Rubric

	<b>Exceeds Expectations</b> (3.000 pts)	<b>Meets Expectations</b> (2.000 pts)	<b>Emerging</b> (1.000 pt)	<b>Does Not Meet Expectations</b> (0.000 pt)
<b>O. Demonstrates Effective Communication with Parents or Legal Guardians</b> (1.000, 100.0%)	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)  AND Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress  AND Interacts with parents	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)  AND Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)	Does not provide evidence of communication with parents or legal guardians

	or legal guardians in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)			
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## CPAST - Dispositions - Professional Relationships - Rubric

	<b>Exceeds Expectations</b> (3.000 pts)	<b>Meets Expectations</b> (2.000 pts)	<b>Emerging</b> (1.000 pt)	<b>Does Not Meet Expectations</b> (0.000 pt)
<b>T. Advocacy to Meet the Needs of Learners or for the Teaching Profession</b> (1.000, 100.0%)	<p>Recognizes and articulates specific areas in need of advocacy, including the:</p> <p>1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs;</p> <p>OR adequate resources, equitable opportunities)</p> <p>OR</p> <p>2. Needs of the teaching profession (e.g. technology integration, research-based practices)</p> <p>AND</p> <p>Takes action(s) based upon identified needs, while following district protocols</p>	<p>Recognizes and articulates specific areas in need of advocacy, including the:</p> <p>1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs;</p> <p>OR adequate resources, equitable opportunities)</p> <p>OR</p> <p>2. Needs of the teaching profession (e.g. technology integration, research-based practices)</p>	<p>Recognizes areas in need of advocacy, but cannot articulate the:</p> <p>1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs;</p> <p>OR adequate resources, equitable opportunities)</p> <p>OR</p> <p>2. Needs of the teaching profession (e.g. technology integration, research-based practices)</p>	<p>Does not recognize areas in need of advocacy, including the:</p> <p>1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs;</p> <p>OR adequate resources, equitable opportunities)</p> <p>OR</p> <p>2. Needs of the teaching profession (e.g. technology integration, research-based practices)</p>

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# 0 - COE 3 - Lesson / Unit Planning (DF Domain 1) - Scoring Guide - Fall 2021

by Chicago State University Administration Account

## Assessment

### 3 - Lesson / Unit Planning - Danielson Framework - Domain 1 - Rubric

	<b>Distinguished - Level 4</b> (4.000 pts)	<b>Proficient - Level 3</b> (3.000 pts)	<b>Basic - Level 2</b> (2.000 pts)	<b>Unsatisfactory - Level 1</b> (1.000 pt)
<b>COE 3 - DF1a - Demonstrating Knowledge of Content and Pedagogy</b> (1.000, 16.7%)	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.
<b>COE 3 - DF1b - Demonstrating Knowledge of Students</b> (1.000, 16.7%)	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	Demonstrates an understanding of the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	Displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	Displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages — and does not indicate that such knowledge is valuable.
<b>COE 3 - DF1c - Setting Instructional</b>	All outcomes represent high-level learning in the discipline. They are clear, are written in the	Most outcomes represent rigorous and important learning in the discipline and are	Outcomes represent moderately high expectations and rigor. Some reflect important	The outcomes represent low expectations for students and lack of

<p><b>Outcomes</b> (1.000, 16.7%)</p>	<p>form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.</p>	<p>clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.</p>	<p>learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</p>	<p>rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>
<p><b>COE 3 - DF1d - Demonstrating Knowledge of Resources</b> (1.000, 16.7%)</p>	<p>The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p>	<p>The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.</p>	<p>The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.</p>	<p>The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.</p>
<p><b>COE 3 - DF1e - Designing Coherent Instruction</b> (1.000, 16.7%)</p>	<p>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</p>	<p>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</p>	<p>Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</p>	<p>Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</p>
<p><b>COE 3 - DF1f - Designing Assessments</b> (1.000, 16.7%)</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment</p>	<p>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p>	<p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.</p>

	<p>the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p>	<p>and has designed particular approaches to be used.</p>		
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# 0 - COE 4 - Classroom Environment / Impact on Student Learning (DF Domain 2) - Scoring Guide - Fall 2021

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## COE 4 - Rubric

### 4 - Classroom Environment / Impact on Student Learning - Danielson Framework - Domain 2 - Rubric

	<b>Distinguished - Level 4</b> (4.000 pts)	<b>Proficient - Level 3</b> (3.000 pts)	<b>Basic - Level 2</b> (2.000 pts)	<b>Unsatisfactory - Level 1</b> (1.000 pt)
<b>COE 4 - DF2a - Creating an Environment of Respect and Rapport</b> (1.000, 20.0%)	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.
<b>COE 4 - DF2b - Establishing a Culture for Learning</b> (1.000, 20.0%)	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to

	improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.	interactions support learning, hard work, and the precise use of language.	that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.
<b>COE 4 - DF2c - Managing Classroom Procedures</b> (1.000, 20.0%)	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.
<b>COE 4 - DF2d - Managing Student Behavior</b> (1.000, 20.0%)	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.
<b>COE 4 - DF2e - Organizing Physical Space</b> (1.000, 20.0%)	The classroom environment is safe, and learning is accessible to all students, including those with	The classroom is safe, and students have equal access to learning activities; the teacher ensures	The classroom is safe, and essential learning is accessible to most students. The teacher makes	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment

	<p>special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p>	<p>that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.</p>	<p>modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</p>	<p>between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p>
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# 0 - COE 5 - Effective Practice / Instruction (DF Domain 3) - Scoring Guide - Fall 2021

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## Assessment - COE 5 - Effective Practice / Instruction - Danielson Framework

### 5 - Effective Practice / Instruction - Danielson Framework - Domain 3 - Rubric

	<b>Distinguished - Level 4</b> (4.000 pts)	<b>Proficient - Level 3</b> (3.000 pts)	<b>Basic - Level 2</b> (2.000 pts)	<b>Unsatisfactory - Level 1</b> (1.000 pt)
<b>COE 5 - DF3a - Communicating with Students</b> (1.000, 20.0%)	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.
<b>COE 5 - DF3b - Using Questioning and</b>	The teacher uses a variety or series of questions or prompts to challenge	While the teacher may use some low-level questions, he poses questions designed to	The teacher's questions lead students through a single path of inquiry,	The teacher's questions are of low cognitive challenge, with single

<p><b>Discussion Techniques</b> (1.000, 20.0%)</p>	<p>students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>	<p>promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p>	<p>correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p>
<p><b>COE 5 - DF3c - Engaging Students in Learning</b> (1.000, 20.0%)</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p>	<p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."</p>	<p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>
<p><b>COE 5 - DF3d - Using Assessment</b></p>	<p>Assessment is fully integrated into instruction, through extensive use</p>	<p>Students appear to be aware of the assessment criteria, and the</p>	<p>Students appear to be only partially aware of the assessment criteria,</p>	<p>Students do not appear to be aware of the assessment criteria, and there is little or no</p>

<p><b>in Instruction</b> (1.000, 20.0%)</p>	<p>of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.</p>	<p>teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</p>	<p>and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>	<p>monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</p>
<p><b>COE 5 - DF3e - Demonstrating Flexibility and Responsiveness</b> (1.000, 20.0%)</p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</p>	<p>The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p>	<p>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>	<p>The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.</p>

# 0 - COE 6 - Professionalism / Reflective Practice (DF Domain 4) - Scoring Guide - Fall 2021

by Chicago State University Administration Account

## Assessment

### COE 6 - Professionalism / Reflective Practice - Danielson Framework - Domain 4 - Rubric

	<b>Distinguished - Level 4</b> (4.000 pts)	<b>Proficient - Level 3</b> (3.000 pts)	<b>Basic - Level 2</b> (2.000 pts)	<b>Unsatisfactory - Level 1</b> (1.000 pt)
<b>COE 6 - DF4a - Reflecting on Teaching</b> (1.000, 16.7%)	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.
<b>COE 6 - DF4b - Maintaining Accurate Records</b> (1.000, 16.7%)	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.
<b>COE 6 - DF4c - Communicating</b>	The teacher communicates frequently with families in a culturally sensitive	The teacher provides frequent and appropriate information to families	The teacher makes sporadic attempts to communicate with families about the	The teacher provides little information about the instructional program to

<p><b>with Families</b> (1.000, 16.7%)</p>	<p>manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.</p>	<p>about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.</p>	<p>instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.</p>	<p>families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.</p>
<p><b>COE 6 - DF4d - Participating in the Professional Community</b> (1.000, 16.7%)</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.</p>	<p>The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.</p>
<p><b>COE 6 - DF4e - Growing and Developing Professionally</b> (1.000, 16.7%)</p>	<p>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<p>The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</p>	<p>The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>
<p><b>COE 6 - DF4f -</b></p>	<p>The teacher can be</p>	<p>The teacher displays</p>	<p>The teacher is honest</p>	<p>The teacher displays</p>

<p><b>Showing Professionalism</b> (1.000, 16.7%)</p>	<p>counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>	<p>high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</p>	<p>in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</p>	<p>dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</p>
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# 01 - COE Form B: COE Pre-Clinical Experience | Field Lessons | Mock Lessons in Methods Course - Scoring Guide - Fall 2021

by Chicago State University Administration Account

## Assessment - COE 3 - Lesson / Unit Planning (DF Domain 1)

### 3 - Lesson / Unit Planning - Danielson Framework - Domain 1 - Rubric

	<b>Distinguished - Level 4</b> (4.000 pts)	<b>Proficient - Level 3</b> (3.000 pts)	<b>Basic - Level 2</b> (2.000 pts)	<b>Unsatisfactory - Level 1</b> (1.000 pt)
<b>COE 3 - DF1a - Demonstrating Knowledge of Content and Pedagogy</b> (1.000, 16.7%)	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.
<b>COE 3 - DF1b - Demonstrating Knowledge of Students</b> (1.000, 16.7%)	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	Demonstrates an understanding of the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	Displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	Displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages — and does not indicate that such knowledge is valuable.
<b>COE 3 - DF1c - Setting</b>	All outcomes represent high-level learning in	Most outcomes represent rigorous and	Outcomes represent moderately high	The outcomes represent low

<p><b>Instructional Outcomes</b> (1.000, 16.7%)</p>	<p>the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.</p>	<p>important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.</p>	<p>expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</p>	<p>expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>
<p><b>COE 3 - DF1d - Demonstrating Knowledge of Resources</b> (1.000, 16.7%)</p>	<p>The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p>	<p>The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.</p>	<p>The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.</p>	<p>The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.</p>
<p><b>COE 3 - DF1e - Designing Coherent Instruction</b> (1.000, 16.7%)</p>	<p>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</p>	<p>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</p>	<p>Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</p>	<p>Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</p>
<p><b>COE 3 - DF1f - Designing Assessments</b> (1.000, 16.7%)</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed</p>	<p>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including</p>	<p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.</p>

	been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.	strategy for using formative assessment and has designed particular approaches to be used.	only some of the instructional outcomes.	
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## Assessment - COE 4 - Classroom Environment / Impact on Student Learning (DF Domain 2)

### Assessment - COE 4 - Classroom Environment / Impact on Student Learning

	<b>Distinguished - Level 4</b> (4.000 pts)	<b>Proficient - Level 3</b> (3.000 pts)	<b>Basic - Level 2</b> (2.000 pts)	<b>Unsatisfactory - Level 1</b> (1.000 pt)
<b>COE 4 - DF2a - Creating an Environment of Respect and Rapport</b> (1.000, 20.0%)	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.
<b>COE 4 - DF2b - Establishing a Culture for Learning</b> (1.000, 20.0%)	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work.	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued.

	quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.	Classroom interactions support learning, hard work, and the precise use of language.	The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.
<b>COE 4 - DF2c - Managing Classroom Procedures</b> (1.000, 20.0%)	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.
<b>COE 4 - DF2d - Managing Student Behavior</b> (1.000, 20.0%)	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.
<b>COE 4 - DF2e - Organizing Physical Space</b> (1.000, 20.0%)	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology,

	technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	resources, including computer technology, effectively.	adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	and the lesson activities.
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## Assessment - COE 5 - Effective Practice / Instruction

### Assessment - COE 5 - Effective Practice / Instruction - Danielson Framework

	<b>Distinguished - Level 4</b> (4.000 pts)	<b>Proficient - Level 3</b> (3.000 pts)	<b>Basic - Level 2</b> (2.000 pts)	<b>Unsatisfactory - Level 1</b> (1.000 pt)
<b>COE 5 - DF3a - Communicating with Students</b> (1.000, 20.0%)	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.

<p><b>COE 5 - DF3b - Using Questioning and Discussion Techniques</b> (1.000, 20.0%)</p>	<p>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>	<p>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p>	<p>The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p>
<p><b>COE 5 - DF3c - Engaging Students in Learning</b> (1.000, 20.0%)</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p>	<p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."</p>	<p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>
<p><b>COE 5 - DF3d - Using Assessment in Instruction</b> (1.000, 20.0%)</p>	<p>The teacher links the instructional purpose of the lesson to the larger curriculum; the</p>	<p>Students appear to be aware of the assessment criteria, and the teacher monitors</p>	<p>Students appear to be only partially aware of the assessment criteria, and the teacher</p>	<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student</p>

	<p>directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</p>	<p>student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</p>	<p>monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>	<p>learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</p>
<p><b>COE 5 - DF3e</b> - <b>Demonstrating Flexibility and Responsiveness</b> (1.000, 20.0%)</p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</p>	<p>The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p>	<p>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>	<p>The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.</p>

## Assessment - COE 6 - Professionalism / Reflective Practice

## 6 - Professionalism / Reflective Practice - DF4 - Rubric

	<b>Distinguished - Level 4</b> (4.000 pts)	<b>Proficient - Level 3</b> (3.000 pts)	<b>Basic - Level 2</b> (2.000 pts)	<b>Unsatisfactory - Level 1</b> (1.000 pt)
<b>COE 6 - DF4a - Reflecting on Teaching</b> (1.000, 16.7%)	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.
<b>COE 6 - DF4b - Maintaining Accurate Records</b> (1.000, 16.7%)	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute and participate in maintaining the records.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	
<b>COE 6 - DF4c - Communicating with Families</b> (1.000, 16.7%)	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	
<b>COE 6 - DF4d - Participating in the Professional</b>	The teacher's relationships with colleagues are characterized by mutual support and	The teacher's relationships with colleagues are characterized by mutual support and	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The	

<p><b>Community</b> (1.000, 16.7%)</p>	<p>cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p>	<p>cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.</p>	
<p><b>COE 6 - DF4e - Growing and Developing Professionally</b> (1.000, 16.7%)</p>	<p>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<p>The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</p>	
<p><b>COE 6 - DF4f - Showing Professionalism</b> (1.000, 16.7%)</p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or decision</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</p>	

	making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues			
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# 03 - COE Form B: COE Student Teaching Scoring Guide - Fall 2021 [Final]

by Chicago State University Administration Account

## COE Assessment - Expanded CFAST - Candidate Preservice Assessment Student Teaching - Rubric

### Context for Learning - Rubric

	<b>Exceeds Expectations</b> (3.000 pts)	<b>Meets Expectations</b> (2.000 pts)	<b>Emerging</b> (1.000 pt)	<b>Does Not Meet Expectations</b> (0.000 pt)
<b>CAEP 5.1 A - Knowledge of Community, School and Classroom Factors</b> (1.000, 33.3%)	Lessons make meaningful and culturally relevant connections to:  The candidate has extensive knowledge of the impact differences in language, diverse cultural values, and communities have on instruction and students' ability to learn because he/she provided a proficient description of school, classroom, and community factors that influence teachers' ability to create safe and effective instructional environments that are conducive to collaborative and diverse student learning, and encourage active engagement, positive social interactions, and self-motivation.	The candidate has adequate knowledge of the impact differences in language, diverse cultural values, and communities have on instruction and students' ability to learn because he/she provided a sufficient description of school, classroom, and community factors that influence teachers' ability to create safe and effective instructional environments that are conducive to collaborative and diverse student learning, and encourage active engagement, positive social interactions, and self-motivation.	The candidate demonstrates an emerging level of knowledge of the impact differences in language, diverse cultural values, and communities have on instruction and students' ability to learn because he/she provided a sufficient description of school, classroom, and community factors that influence teachers' ability to create safe and effective instructional environments that are conducive to collaborative and diverse student learning, and encourage active engagement, positive social interactions, and self-motivation.	The candidate has limited or no knowledge of the impact differences in language, diverse cultural values, and communities have on instruction and students' ability to learn because he/she provided incomplete, irrelevant, or a poor description of school, classroom, and community factors that influence teachers' ability to create safe and effective instructional environments that are conducive to collaborative and diverse student learning, and encourage active engagement, positive social interactions, and self-motivation.
<b>CAEP 5.1B - Knowledge of Characteristics of Students</b> (1.000, 33.3%)	The candidate has extensive knowledge of the influence students' gender, socioeconomic status, cultural and linguistic differences, exceptionalities, and cognitive, socio-emotional, and physical development have on instruction because he/she provided a proficient description of characteristics of students that influence how teachers plan, design, and make developmentally appropriate instructional decisions and challenging learning experiences that build on learners' strengths and weaknesses.	The candidate has adequate knowledge of the influence students' gender, socioeconomic status, cultural and linguistic differences, exceptionalities, and cognitive, socio-emotional, and physical development have on instruction because he/she provided a sufficient description of characteristics of students that influence how teachers plan, design, and make developmentally appropriate instructional decisions and challenging learning experiences that build on learners' strengths and weaknesses.	The candidate demonstrates an emerging level of knowledge of the influence students' gender, socioeconomic status, cultural and linguistic differences, exceptionalities, and cognitive, socio-emotional, and physical development have on instruction because he/she provided a sufficient description of characteristics of students that influence how teachers plan, design, and make developmentally appropriate instructional decisions and challenging learning experiences that build on learners' strengths and weaknesses.	The candidate has limited or no knowledge of the influence students' gender, socioeconomic status, cultural and linguistic differences, exceptionalities, and cognitive, socio-emotional, and physical development have on instruction because he/she provided incomplete, irrelevant, or a poor description of characteristics of students that influence how teachers plan, design, and make developmentally appropriate instructional decisions and challenging learning experiences that build on learners' strengths and weaknesses.
<b>CAEP 5.1C - Knowledge of Students' Varied Approaches to Learning</b> (1.000, 33.3%)	The candidate has extensive knowledge of the impact students' diverse approaches to learning and performance have on instruction, and teachers' ability to promote growth and enable students to meet high standards of learning because he/she provided a proficient description of varied approaches students (including learners with exceptional needs and giftedness) use to learn.	The candidate has adequate knowledge of the impact students' diverse approaches to learning and performance have on instruction, and teachers' ability to promote growth and enable students to meet high standards of learning because he/she provided a sufficient description of varied approaches students (including learners with exceptional needs and giftedness) use to learn.	The candidate demonstrates an emerging level of knowledge of the impact students' diverse approaches to learning and performance have on instruction, and teachers' ability to promote growth and enable students to meet high standards of learning because he/she provided a sufficient description of varied approaches students (including learners with exceptional needs and giftedness) use to learn.	The candidate has limited or no knowledge of the impact students' diverse approaches to learning and performance have on instruction, and teachers' ability to promote growth and enable students to meet high standards of learning because he/she provided incomplete, irrelevant, or a poor description of varied approaches students (including learners with exceptional needs and giftedness) use to learn.

### Pre-Assessment - Rubric

	<b>Exceeds Expectations</b> (3.000 pts)	<b>Meets Expectations</b> (2.000 pts)	<b>Emerging</b> (1.000 pt)	<b>Does Not Meet Expectations</b> (0.000 pt)
<b>CAEP 5.1D - Knowledge of Students' Skills and Prior Learning</b> (1.000, 50.0%)	The candidate has extensive knowledge of the impact students' abilities, talents, individual experiences, and peer and social group interactions have on instruction because he/she provided a proficient description of students' prior learning and skills teachers take into consideration in planning their lessons, using each learner's strengths to ensure inclusive learning environments that promote growth.	The candidate has adequate knowledge of the impact students' abilities, talents, individual experiences, and peer and social group interactions have on instruction because he/she provided a sufficient description of students' prior learning and skills teachers take into consideration in planning their lessons, using each learner's strengths to ensure inclusive learning environments that promote growth.	The candidate demonstrates an emerging level of knowledge of the impact students' abilities, talents, individual experiences, and peer and social group interactions have on instruction because he/she provided a sufficient description of students' prior learning and skills teachers take into consideration in planning their lessons, using each learner's strengths to ensure inclusive learning environments that promote growth.	The candidate has limited or no knowledge of the impact students' abilities, talents, individual experiences, and peer and social group interactions have on instruction because he/she provided incomplete, irrelevant, or a poor description of students' prior learning and skills teachers take into consideration in planning their lessons, using each learner's strengths to ensure inclusive learning environments that promote growth.
<b>CAEP 5.1E - Implications for Instructional Planning, Assessment, and Classroom Management</b> (1.000, 50.0%)	The candidate has extensive knowledge of how to use learner's individual differences in designing, adapting, and delivering instruction that provides opportunities for students to demonstrate their learning in different ways because he/she provided a proficient description of how information about students' growth and development, cultural diversity, and community, school, and classroom factors was used in planning instruction, assessment, and classroom environments geared towards meeting learners unique needs.	The candidate has adequate knowledge of how to use learner's individual differences in designing, adapting, and delivering instruction that provides opportunities for students to demonstrate their learning in different ways because he/she provided a sufficient description of how information about students' growth and development, cultural diversity, and community, school, and classroom factors was used in planning instruction, assessment, and classroom environments geared towards meeting learners unique needs.	The candidate demonstrates an emerging level of knowledge of how to use learner's individual differences in designing, adapting, and delivering instruction that provides opportunities for students to demonstrate their learning in different ways because he/she provided a sufficient description of how information about students' growth and development, cultural diversity, and community, school, and classroom factors was used in planning instruction, assessment, and classroom environments geared towards meeting learners unique needs.	The candidate has limited or no knowledge of how to use learner's individual differences in designing, adapting, and delivering instruction that provides opportunities for students to demonstrate their learning in different ways because he/she provided incomplete, irrelevant or a poor description of how information about students' growth and development, cultural diversity, and community, school, and classroom factors was used in planning instruction, assessment, and classroom environments geared towards meeting learners unique needs.

### CFAST - Pedagogy - Planning for Instruction and Assessment - Rubric

	<b>Exceeds Expectations</b> (3,000 pts)	<b>Meets Expectations</b> (2,000 pts)	<b>Emerging</b> (1,000 pt)	<b>Does Not Meet Expectations</b> (0,000 pt)
<b>A. Focus for Learning: Standards and Objectives /Targets</b> (1,000, 25.0%)	Plans align to appropriate P-12 state learning standards  AND Goals are measurable  AND Standards, objectives / targets, and learning tasks are consistently aligned with each other  AND Articulates objectives / targets that are appropriate for learners and attend to appropriate developmental progressions relative to age and content-area	Plans align to appropriate P-12 state learning standards  AND Goals are measurable  AND Standards, objectives / targets, and learning tasks are consistently aligned with each other  AND Articulates objectives / targets that are appropriate for learners	Plans align to appropriate P-12 state learning standards  AND/OR Some goals are measurable  AND/OR Standards, objectives / targets, and learning tasks, are loosely or are not consistently aligned with each other  AND/OR Articulates some objectives / targets that are appropriate for learners	Plans do not align to the appropriate P-12 state learning standards  AND/OR Goals are absent or not measurable  AND/OR Standards, objectives / targets, and learning tasks are not aligned with each other  AND/OR Does not articulate objectives / targets that are appropriate for learners
<b>B. Materials and Resources</b> (1,000, 25.0%)	Uses a variety of materials and resources that:  1. Align with all objectives / targets 2. Make content relevant to learners 3. Encourage individualization of learning	Uses a variety of materials and resources that:  1. Align with all objectives / targets 2. Make content relevant to learners	Uses materials and resources that align with some of the objectives / targets	Materials and resources do not align with objectives / targets
<b>C. Assessment of P-12 Learning</b> (1,000, 25.0%)	Plans a variety of assessments that:  1. Provide opportunities for learners of varying abilities to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. Are culturally relevant and draw from learners' funds of knowledge 4. Promote learner growth	Plans a variety of assessments that:  1. Provide opportunities for learners to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. Are culturally relevant and draw from learners' funds of knowledge	Planned assessments:  1. Provide opportunities for some learners to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards	Planned assessments:  1. Are not included  OR 2. Do not align with the appropriate P-12 state learning standards
<b>D. Differentiated Methods</b> (1,000, 25.0%)	Lessons make meaningful and culturally relevant connections to:  1. Learners' prior knowledge 2. Previous lessons 3. Future learning 4. Other disciplines and real-world experiences  AND Differentiation of instruction supports learner development  AND Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners	Lessons make clear and coherent connections to:  1. Learners' prior knowledge 2. Previous lessons 3. Future learning  AND Differentiation of instruction supports learner development  AND Organizes instruction to ensure content is comprehensible and relevant for learners	Lessons make an attempt to build on, but are not completely successful at connecting to:  1. Learners' prior knowledge, 2. Previous lessons,  OR future learning  AND Differentiation of instruction is minimal  AND Organizes instruction to ensure content is comprehensible for learners	Lessons do not build on or connect to learners' prior knowledge  AND/OR Explanations given are illogical or inaccurate as to how the content connects to previous and future learning  AND/OR Differentiation of instruction is absent

**CPAST - Pedagogy - Instructional Delivery - Rubric**

	<b>Exceeds Expectations</b> (3,000 pts)	<b>Meets Expectations</b> (2,000 pts)	<b>Emerging</b> (1,000 pt)	<b>Does Not Meet Expectations</b> (0,000 pt)
<b>E. Learning Target and Directions</b> (1,000, 16.7%)	Articulates accurate and coherent learning targets  AND Articulates accurate directions / explanations throughout the lesson  AND Sequences learning experiences appropriately	Articulates an accurate learning target  AND Articulates accurate directions / explanations  AND Sequences learning experiences appropriately	Articulates an inaccurate learning target  AND/OR Articulates inaccurate directions / explanations	Does not articulate the learning target  OR Does not articulate directions / explanations
<b>F. Critical Thinking</b> (1,000, 16.7%)	Engages learners in critical thinking in local and/or global contexts that:  1. Fosters problem solving 2. Encourages conceptual connections 3. Challenges assumptions	Engages learners in critical thinking that:  1. Fosters problem solving 2. Encourages conceptual connections	Introduces AND/OR models critical thinking that:  1. Fosters problem solving 2. Encourages conceptual connections	Does not introduce AND/OR model critical thinking that:  1. Fosters problem solving 2. Encourages conceptual connections
<b>G. Checking for Understanding and Adjusting Instructions Through Formative Assessment</b> (1,000, 16.7%)	Checks for understanding (whole class/group  AND individual learners) during lessons using formative assessment  AND Differentiates through planned and responsive adjustments (whole class/group and individual learners)	Checks for understanding (whole class/group) during lessons using formative assessment  AND Differentiates through adjustments to instruction (whole class/group)	Inconsistently checks for understanding during lessons using formative assessment  AND Adjusts instruction accordingly, but adjustments may cause additional confusion	Does not check for understanding during lessons using formative assessment  OR Does not make any adjustments based on learners' responses
<b>CAEP 5.3F - Use of Technology to Support Formative Assessment During</b>	The candidate has extensive knowledge of appropriate ways technology is used to support assessment practices that checks for understanding (whole class/group  AND individual learners)	The candidate has adequate knowledge of appropriate ways technology is used to support assessment practices that checks for understanding (whole class/group  AND individual learners)	The candidate demonstrates an emerging level of knowledge of appropriate ways technology is used to support assessment practices that checks for understanding (whole class/group	The candidate has limited or no knowledge of appropriate ways technology is used to support assessment practices  AND/OR

<b>Lessons</b> (1.000, 16.7%)	during lessons using formative assessment  AND Differentiates through planned and responsive adjustments (whole class/group and individual learners)	during lessons using formative assessment  AND Differentiates through planned and responsive adjustments (whole class/group and individual learners)	AND individual learners) during lessons using formative assessment  AND Differentiates through planned and responsive adjustments (whole class/group and individual learners)	Does not check for understanding during lessons using formative assessment  OR Does not make any adjustments based on learners' responses
<b>H. Digital Tools and Resources</b> (1.000, 16.7%)	Discusses AND uses a variety of developmentally appropriate technologies (digital tools and resources) that:  1. Are relevant to learning objectives / targets of the lesson 2. Engage learners in the demonstration of knowledge or skills 3. Extend learners' understanding of concepts	Discusses AND uses developmentally appropriate technologies (digital tools and resources) that:  1. Are relevant to learning objectives / targets of the lesson 2. Engage learners in the demonstration of knowledge or skills	Discusses developmentally appropriate technologies (digital tools and resources) relevant to learning objectives / targets of the lesson  AND Technology is not available	One of the following:  A. Does not use technologies (digital tools and resources) to engage learners  AND Technology is available in the setting  OR  B. Use of technologies is not relevant to the learning objectives/ targets of the lesson  OR  C. Does not discuss technologies  AND Technology is not available in the setting
<b>I. Safe and Respectful Learning Environment</b> (1.000, 16.7%)	Actively involves learners to create and manage a safe and respectful learning environment through the use of routines and transitions  AND Establishes and promotes constructive relationships to equitably engage learners  AND Uses research-based strategies to maintain learners' attention (individual and whole group)	Manages a safe and respectful learning environment through the use of routines and transitions  AND Establishes and promotes constructive relationships to equitably engage learners  AND Uses research-based strategies to maintain learners' attention (individual and whole group)	Attempts to manage a safe learning environment through the use of routines and transitions  AND/OR Attempts to establish constructive relationships to engage learners  AND/OR Attempts to use constructive strategies to maintain learners' attention (individual and whole group)	Does not manage a safe learning environment  OR Does not establish constructive relationships to engage learners  OR Does not use constructive strategies to maintain learners' attention (individual and whole group)

**CPAST - Pedagogy - Assessment - Rubric**

	<b>Exceeds Expectations</b> (3,000 pts)	<b>Meets Expectations</b> (2,000 pts)	<b>Emerging</b> (1,000 pt)	<b>Does Not Meet Expectations</b> (0,000 pt)
<b>J. Data Guided Instruction</b> (1.000, 25.0%)	Uses data-informed decisions (trends and patterns) to set short and long term goals for future instruction and assessment  AND Uses contemporary tools for learner data record-keeping and analysis	Uses data-informed decisions to design instruction and assessment  AND Uses contemporary tools for learner data record-keeping	Uses minimal data to design instruction and assessment	Does not use data to design instruction and assessment
<b>K. Feedback to Learners</b> (1.000, 25.0%)	Provides feedback that:  1. Enables learners to recognize strengths AND areas for improvement 2. Is comprehensible 3. Is descriptive 4. Is individualized AND Provides timely feedback, guiding learners on how to use feedback to monitor their own progress	Provides feedback that:  1. Enables learners to recognize strengths OR areas for improvement 2. Is comprehensible 3. Is descriptive AND Provides timely feedback	Provides minimal feedback that:  1. Enables learners to recognize strengths OR areas for improvement OR Feedback is provided in a somewhat timely fashion	Does not provide feedback  OR Feedback does not enable learners to recognize strengths OR areas for improvement  OR Feedback is not provided in a timely fashion
<b>L. Assessment Techniques</b> (1.000, 25.0%)	Evaluates and supports learning through assessment techniques that are:  1. Developmentally appropriate 2. Formative AND summative 3. Diagnostic 4. Varied	Evaluates and supports learning through assessment techniques that are:  1. Developmentally appropriate 2. Formative AND summative	Assessment techniques are:  1. Developmentally appropriate 2. Formative OR summative	Assessment techniques are:  1. Developmentally inappropriate OR Not used
<b>COE 6 - DF4b - Maintaining Accurate Records</b> (1.000, 25.0%)	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.

**CPAST - Pedagogy - Analysis of Teaching - Rubric**

	<b>Exceeds Expectations</b> (3.000 pts)	<b>Meets Expectations</b> (2.000 pts)	<b>Emerging</b> (1.000 pt)	<b>Does Not Meet Expectations</b> (0.000 pt)
<b>M. Connections to Research and Theory</b> (1.000, 50.0%)	Discusses, provides evidence of, and justifies connections to educational research and/or theory  AND Uses research and/or theory to explain their P-12 learners' progress	Discusses and provides evidence of connections to educational research and/or theory	Mentions connections to educational research and/or theory	No connections OR inaccurate connections to educational research and/or theory
<b>COE 3 - DF1a - Demonstrating Knowledge of Content and Pedagogy</b> (1.000, 50.0%)	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

**CPAST - Dispositions - Professional Commitment and Behaviors - Rubric**

	<b>Exceeds Expectations</b> (3.000 pts)	<b>Meets Expectations</b> (2.000 pts)	<b>Emerging</b> (1.000 pt)	<b>Does Not Meet Expectations</b> (0.000 pt)
<b>N. Participates in Professional Development</b> (1.000, 20.0%)	Participates in at least one professional development opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization)  AND Provides evidence of an increased understanding of the teaching profession as a result of the PD  AND Reflects on own professional practice with evidence of application of the knowledge acquired from PD during student teaching	Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference)  AND Provides evidence of an increased understanding of the teaching profession as a result of the PD	Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference)	Does not participate in any professional development opportunity (e.g. workshop, seminar, attending a professional conference)
<b>O. Demonstrates Effective Communication with Parents or Legal Guardians</b> (1.000, 20.0%)	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)  AND Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress  AND Interacts with parents or legal guardians in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)  AND Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)	Does not provide evidence of communication with parents or legal guardians
<b>P. Demonstrates Punctuality</b> (1.000, 20.0%)	Reports on time or early for daily student teaching  AND Additional teacher engagements (e.g., IEPs, teacher committees)	Reports on time for daily student teaching  AND Additional teacher engagements (e.g., IEPs, teacher committees)	Inconsistently reports on time for daily student teaching  AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	Does not report on time for student teaching  AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)
<b>Q. Meets Deadlines and Obligations</b> (1.000, 20.0%)	Meets deadlines and obligations established by the cooperating teacher and/or supervisor  AND Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence  AND Provides clear and complete directions and lessons for substitutes / cooperating teacher without reminders	Meets deadlines and obligations established by the cooperating teacher and/or supervisor  AND Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence  AND Provides clear and complete directions and lessons for substitutes / cooperating teacher	Most of the time meets deadlines and obligations established by the cooperating teacher and/or supervisor  AND Informs some stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence  AND Provides incomplete directions and lessons for substitutes / cooperating teacher	Frequently misses deadlines or obligations established by the cooperating teacher and/or supervisor  AND/OR Does not inform stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence  AND/OR Does not provide directions and lessons for substitutes / cooperating teacher
<b>R. Preparation</b>	Prepared to teach on a daily basis with	Prepared to teach on a daily basis with	Not consistently prepared to teach on	Not prepared to teach on a daily basis

(1.000, 20.0%)	all materials (lesson plans, manipulatives, handouts, resources, etc.)  AND Materials are easily accessible AND organized  AND Prepared for the unexpected and flexible	all materials (lesson plans, manipulatives, handouts, resources, etc.)  AND Materials are easily accessible AND organized	a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)  AND/OR Materials are easily accessible OR organized	with all materials (lesson plans, manipulatives, handouts, resources, etc.)  AND/OR Materials are not organized NOR easily accessible
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**CPAST - Dispositions - Professional Relationships - Rubric**

	<b>Exceeds Expectations</b> (3.000 pts)	<b>Meets Expectations</b> (2.000 pts)	<b>Emerging</b> (1.000 pt)	<b>Does Not Meet Expectations</b> (0.000 pt)
<b>S. Collaboration</b> (1.000, 50.0%)	Demonstrates collaborative relationships with cooperating teacher  AND/OR members of the school community (other teachers, school personnel, administrators, etc.)  AND Works with and learns from colleagues in planning and implementing instruction to meet diverse needs of learners	Demonstrates collaborative relationships with cooperating teacher  AND/OR members of the school community (other teachers, school personnel, administrators, etc.)  AND Attempts to work with and learn from colleagues in planning and implementing instruction	Demonstrates collaborative relationships with cooperating teacher  AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	Does not demonstrate collaborative relationships with cooperating teacher  AND/OR members of the school community (other teachers, school personnel, administrators, etc.)
<b>T. Advocacy to Meet the Needs of Learners or for the Teaching Profession</b> (1.000, 50.0%)	Recognizes and articulates specific areas in need of advocacy, including the:  1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs;  OR adequate resources, equitable opportunities)  OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)  AND Takes action(s) based upon identified needs, while following district protocols	Recognizes and articulates specific areas in need of advocacy, including the:  1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs;  OR adequate resources, equitable opportunities)  OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	Recognizes areas in need of advocacy, but cannot articulate the:  1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs;  OR adequate resources, equitable opportunities)  OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	Does not recognize areas in need of advocacy, including the:  1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs;  OR adequate resources, equitable opportunities)  OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)

**CPAST - Dispositions - Critical Thinking and Reflective Practice - Rubric**

	<b>Exceeds Expectations</b> (3.000 pts)	<b>Meets Expectations</b> (2.000 pts)	<b>Emerging</b> (1.000 pt)	<b>Does Not Meet Expectations</b> (0.000 pt)
<b>COE 6 - DF4a - Reflecting on Teaching</b> (1.000, 33.3%)	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.
<b>CAEP 5.7A - Interpretation of Student Learning</b> (1.000, 33.3%)	The candidate has extensive knowledge of the impact of effective descriptive feedback for learners and a variety of strategies for communicating this feedback because he/she provided a proficient explanation of why some students met or did not meet learning goals, factors that impacted performance and engagement in learning activities, and barriers confronted during instruction.	The candidate has adequate knowledge of the impact of effective descriptive feedback for learners and a variety of strategies for communicating this feedback because he/she provided a sufficient explanation of why some students met or did not meet learning goals, factors that impacted performance and engagement in learning activities, and barriers confronted during instruction.	The candidate demonstrates an emerging level of knowledge of the impact of effective descriptive feedback for learners and a variety of strategies for communicating this feedback because he/she provided a sufficient explanation of why some students met or did not meet learning goals, factors that impacted performance and engagement in learning activities, and barriers confronted during instruction.	The candidate has limited or no knowledge of the impact of effective descriptive feedback for learners and a variety of strategies for communicating this feedback because he/she failed to provide an explanation of why some students met or did not meet learning goals, factors that impacted performance and engagement in learning activities, and barriers confronted during instruction.
<b>U. Responds Positively to Constructive Criticism</b> (1.000, 33.3%)	Is receptive to feedback, constructive criticism, supervision, and responds professionally  AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice  AND Proactively seeks opportunities for feedback from other professionals	Is receptive to feedback, constructive criticism, supervision, and responds professionally  AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice	Is receptive to feedback, constructive criticism, and supervision  AND/OR Incorporates feedback inconsistently	Is not receptive to feedback, constructive criticism, and supervision  AND/OR Does not incorporate feedback

**Glossary**

Glossary of Terms

**Advocacy:** Any action within professional boundaries that speaks in favor of, recommends, argues for a cause, supports or defends, or pleads on behalf of others. This may be to advocate for the profession, an individual student, or other ideas.

**Analysis:** Careful and critical examination of data and/or processes to identify key components and potential outcomes.

**Assessment:** "Process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and relearning to ensure that learners reach high levels of Achievement."<sup>1</sup>

**Contemporary Tools:** Electronic/digital record-keeping tools such as an online gradebook and progress monitoring systems, spreadsheet software, etc.

**Cooperating Teachers:** (Also known as "mentor teachers") Teachers in schools who mentor and supervise student teachers in their classrooms for the duration of a student teaching and/or field experience.

**Critical Thinking:** Refers to the "kind of thinking involved in problem solving" and includes an ability to "examine assumptions, discern hidden values, evaluate evidence, and assesses conclusions."<sup>2</sup>

**Culturally Relevant:** Incorporating the tenets of culturally relevant/responsive teaching (i.e., "teachers create a bridge between students' home and school lives, while still meeting the expectations of the district and state curricular requirements. Culturally relevant teaching utilizes the backgrounds, knowledge, and experiences of the students to inform the teacher's lessons and methodology."<sup>3</sup>)

**Data-informed decisions:** "Focuses on using student assessment data and relevant background information to inform decisions related to planning and implementing instructional strategies at the district, school, classroom, and individual student levels."<sup>4</sup>

**Developmental Theory (General):** Theories that describe the stages of development of children/adolescents (e.g., Erikson's Theory of Psychosocial Development, Kohlberg's Theory of Moral Development, Piaget's Cognitive Development Theory, Behavioral Theories, and Sociocultural Theories).

**Developmental Theory (Content-Specific):** Content-specific teaching that organizes activities and learning tasks to help learners move from one level to the next.<sup>5</sup>

**Diagnostic Assessment:** (Also known as "pre-assessment") "Involves the gathering and careful evaluation of detailed data using students' knowledge and skills in a given learning area."<sup>6</sup>

**Differentiation of Instruction:** "To respond to variance among learners" (e.g., learners with exceptional needs, second language learners, gifted learners) by modifying "content, and/or process, and/or products, and/or the learning environment" according to learners' "readiness, interest, or learning profile."<sup>7</sup>

**Digital Tools:** Technologies that enable learners to engage with the teacher and/or content on an individual level. Examples: SMART Boards, learner response systems (i.e., clickers), and computers, tablets, etc.

**Evidence:** Artifacts that document and demonstrate how [the student teacher] planned and implemented instruction<sup>8</sup>

**Feedback:** "Information communicated to the learner that is intended to modify the learner's thinking or behavior for the purpose of improving learning."<sup>9</sup>

**Formative Assessment:** "Assessment used continuously throughout learning and teaching, allowing teachers to adjust instruction to improve learner achievement."<sup>1</sup>

**Fosters:** To promote the growth or development of, encourage.<sup>10</sup>

**Funds of Knowledge:** "Historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being."<sup>11</sup>

**Goals:** See definition for "Measurable Goals."

**Learner:** Any P12 student in the student teacher's classroom.

**Learning Environment:** Any setting where learning occurs. The term may refer to the physical environment (e.g., the classroom), as well as the classroom management procedures and activities that enable teaching and learning to take place.

**"Look Fors" Document:** A document accompanying this form containing a non-exhaustive list to describe examples of the qualities and behaviors a student teacher is expected to demonstrate for a given level of performance.

**Measurable Goals:** "Provides information for describing, assessing, and evaluating student achievement."<sup>12</sup>

**Mentor Teachers:** See definition for "Cooperating Teachers."

**Objectives/Targets:** P12 student (learner) learning outcomes to be achieved by the end of the lesson or learning segment.<sup>13</sup>

**Problem solving:** A mental process that involves discovering, analyzing and solving problems. The ultimate goal of problem-solving is to overcome obstacles and find a solution that best resolves the issue.

Program Coordinator: Faculty or staff member from a college or university who coordinates/manages the administrative components of a teacher educator licensure program.

Research: "The use of rigorous, systematic, and objective methodologies to obtain reliable and valid knowledge."<sup>14</sup>

Student Teacher: (Also known as "intern" or "candidate") An individual participating in a full-time field experience in a P12 classroom in order to obtain professional education licensure/certification.

Student Teaching: (Also known as "clinical practice") A full-time field experience in a P12 classroom that occurs in the final semester (culminating experience) of an educator preparation program and is required to obtain professional education licensure/certification.

Summative Assessment: "Assessment activities used at the culmination of a given period of time to evaluate the extent to which instructional objectives have been met."<sup>15</sup>

Targets: See definition for 'Objectives/Targets.'

Technologies: See definition for 'Digital Tools.'

University Supervisor (US): The university instructor assigned to the student teacher who regularly observes his/her performance to provide feedback on strengths and weaknesses. The US coordinates the student teacher's evaluation, and is responsible for recording the consensus scores using this form.

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1 Arizona K12 Center. (2012). Standards continuum guide for reflective teaching practice. Northern Arizona University

2 [http://isites.harvard.edu/fs/docs/icb.topic265890.files/Critical\\_Thinking\\_File/06\\_CT\\_Extended\\_Definition.pdf](http://isites.harvard.edu/fs/docs/icb.topic265890.files/Critical_Thinking_File/06_CT_Extended_Definition.pdf)

3 <http://www.learnnc.org/lp/pages/4474#note1>

4 <http://www.clm.org/elar/dddm.cfm#A>

5 Stevens, S., Shin, N., & Krajcik, J. (2009, June). Towards a Model for the Development of an Empirically Tested Learning Progression. Paper presented at the Learning Progressions in Science (LeaPS) Conference, Iowa City, IA.

6 <http://www.education.nt.gov.au/parents-community/assessment-reporting/diagnostic-assessments/diagnostic-assessments>

7 Carol Ann Tomlinson <http://www.ericdigests.org/2001-2/elementary.html>

8 Stanford Center for Assessment, Learning and Equity (SCALE). (2015). edTPA world language assessment handbook. Board of Trustees of the Leland Stanford Junior University.

9 Shute, V.J. (2008). Focus on formative feedback. *Review of Educational Research*, 78(1), 153-189.

10 Merriam Webster Dictionary (<http://www.merriam-webster.com/dictionary/foster>)

11 Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 132-141.

12 <https://education.alberta.ca/media/525540/ipp7.pdf>

13 <https://www.csun.edu/science/courses/555/pact/glossary.html>

14  
<http://www.aera.net/AboutAERA/KeyPrograms/EducationResearchandResearchPolicy/AERAOffersDefinitionofScientificBasedRes/tabid/>

# 03 - COE Form B: COE Candidate Work Sample Scoring Guide - Fall 2021

by Chicago State University Administration Account

## COE Assessment - Expanded CFAST - Candidate Preservice Assessment Student Teaching - Rubric

### Context for Learning - Rubric

	<b>Exceeds Expectations</b> (3.000 pts)	<b>Meets Expectations</b> (2.000 pts)	<b>Emerging</b> (1.000 pt)	<b>Does Not Meet Expectations</b> (0.000 pt)
<b>CAEP 1 A - Knowledge of Community, School and Classroom Contexts</b> (1.000, 33.3%)	Lessons make meaningful and culturally relevant connections to:  The candidate has extensive knowledge of the impact differences in language, diverse cultural values, and communities have on instruction and students' ability to learn because he/she provided a proficient description of school, classroom, and community factors that influence teachers' ability to create safe and effective instructional environments that are conducive to collaborative and diverse student learning, and encourage active engagement, positive social interactions, and self-motivation.	The candidate has adequate knowledge of the impact differences in language, diverse cultural values, and communities have on instruction and students' ability to learn because he/she provided a sufficient description of school, classroom, and community factors that influence teachers' ability to create safe and effective instructional environments that are conducive to collaborative and diverse student learning, and encourage active engagement, positive social interactions, and self-motivation.	The candidate demonstrates an emerging level of knowledge of the impact differences in language, diverse cultural values, and communities have on instruction and students' ability to learn because he/she provided a sufficient description of school, classroom, and community factors that influence teachers' ability to create safe and effective instructional environments that are conducive to collaborative and diverse student learning, and encourage active engagement, positive social interactions, and self-motivation.	The candidate has limited or no knowledge of the impact differences in language, diverse cultural values, and communities have on instruction and students' ability to learn because he/she provided incomplete, irrelevant, or a poor description of school, classroom, and community factors that influence teachers' ability to create safe and effective instructional environments that are conducive to collaborative and diverse student learning, and encourage active engagement, positive social interactions, and self-motivation.
<b>CAEP 1B - Knowledge of Characteristics of Students</b> (1.000, 33.3%)	The candidate has extensive knowledge of the influence students' gender, socioeconomic status, cultural and linguistic differences, exceptionalities, and cognitive, socio-emotional, and physical development have on instruction because he/she provided a proficient description of characteristics of students that influence how teachers plan, design, and make developmentally appropriate instructional decisions and challenging learning experiences that build on learners' strengths and weaknesses.	The candidate has adequate knowledge of the influence students' gender, socioeconomic status, cultural and linguistic differences, exceptionalities, and cognitive, socio-emotional, and physical development have on instruction because he/she provided a sufficient description of characteristics of students that influence how teachers plan, design, and make developmentally appropriate instructional decisions and challenging learning experiences that build on learners' strengths and weaknesses.	The candidate demonstrates an emerging level of knowledge of the influence students' gender, socioeconomic status, cultural and linguistic differences, exceptionalities, and cognitive, socio-emotional, and physical development have on instruction because he/she provided a sufficient description of characteristics of students that influence how teachers plan, design, and make developmentally appropriate instructional decisions and challenging learning experiences that build on learners' strengths and weaknesses.	The candidate has limited or no knowledge of the influence students' gender, socioeconomic status, cultural and linguistic differences, exceptionalities, and cognitive, socio-emotional, and physical development have on instruction because he/she provided incomplete, irrelevant, or a poor description of characteristics of students that influence how teachers plan, design, and make developmentally appropriate instructional decisions and challenging learning experiences that build on learners' strengths and weaknesses.
<b>CAEP 1C - Knowledge of Students' Varied Approaches to Learning</b> (1.000, 33.3%)	The candidate has extensive knowledge of the impact students' diverse approaches to learning and performance have on instruction, and teachers' ability to promote growth and enable students to meet high standards of learning because he/she provided a proficient description of varied approaches students (including learners with exceptional needs and giftedness) use to learn.	The candidate has adequate knowledge of the impact students' diverse approaches to learning and performance have on instruction, and teachers' ability to promote growth and enable students to meet high standards of learning because he/she provided a sufficient description of varied approaches students (including learners with exceptional needs and giftedness) use to learn.	The candidate demonstrates an emerging level of knowledge of the impact students' diverse approaches to learning and performance have on instruction, and teachers' ability to promote growth and enable students to meet high standards of learning because he/she provided a sufficient description of varied approaches students (including learners with exceptional needs and giftedness) use to learn.	The candidate has limited or no knowledge of the impact students' diverse approaches to learning and performance have on instruction, and teachers' ability to promote growth and enable students to meet high standards of learning because he/she provided incomplete, irrelevant, or a poor description of varied approaches students (including learners with exceptional needs and giftedness) use to learn.

### Pre-Assessment - Rubric

	<b>Exceeds Expectations</b> (3.000 pts)	<b>Meets Expectations</b> (2.000 pts)	<b>Emerging</b> (1.000 pt)	<b>Does Not Meet Expectations</b> (0.000 pt)
<b>CAEP 1D - Knowledge of Students' Skills and Prior Learning</b> (1.000, 50.0%)	The candidate has extensive knowledge of the impact students' abilities, talents, individual experiences, and peer and social group interactions have on instruction because he/she provided a proficient description of students' prior learning and skills teachers take into consideration in planning their lessons, using each learner's strengths to ensure inclusive learning environments that promote growth.	The candidate has adequate knowledge of the impact students' abilities, talents, individual experiences, and peer and social group interactions have on instruction because he/she provided a sufficient description of students' prior learning and skills teachers take into consideration in planning their lessons, using each learner's strengths to ensure inclusive learning environments that promote growth.	The candidate demonstrates an emerging level of knowledge of the impact students' abilities, talents, individual experiences, and peer and social group interactions have on instruction because he/she provided a sufficient description of students' prior learning and skills teachers take into consideration in planning their lessons, using each learner's strengths to ensure inclusive learning environments that promote growth.	The candidate has limited or no knowledge of the impact students' abilities, talents, individual experiences, and peer and social group interactions have on instruction because he/she provided incomplete, irrelevant, or a poor description of students' prior learning and skills teachers take into consideration in planning their lessons, using each learner's strengths to ensure inclusive learning environments that promote growth.
<b>CAEP 1E - Implications for Instructional Planning, Assessment, and Classroom Management</b> (1.000, 50.0%)	The candidate has extensive knowledge of how to use learner's individual differences in designing, adapting, and delivering instruction that provides opportunities for students to demonstrate their learning in different ways because he/she provided a proficient description of how information about students' growth and development, cultural diversity, and community, school, and classroom factors was used in planning instruction, assessment, and classroom environments geared towards meeting learners unique needs.	The candidate has adequate knowledge of how to use learner's individual differences in designing, adapting, and delivering instruction that provides opportunities for students to demonstrate their learning in different ways because he/she provided a sufficient description of how information about students' growth and development, cultural diversity, and community, school, and classroom factors was used in planning instruction, assessment, and classroom environments geared towards meeting learners unique needs.	The candidate demonstrates an emerging level of knowledge of how to use learner's individual differences in designing, adapting, and delivering instruction that provides opportunities for students to demonstrate their learning in different ways because he/she provided a sufficient description of how information about students' growth and development, cultural diversity, and community, school, and classroom factors was used in planning instruction, assessment, and classroom environments geared towards meeting learners unique needs.	The candidate has limited or no knowledge of how to use learner's individual differences in designing, adapting, and delivering instruction that provides opportunities for students to demonstrate their learning in different ways because he/she provided incomplete, irrelevant or a poor description of how information about students' growth and development, cultural diversity, and community, school, and classroom factors was used in planning instruction, assessment, and classroom environments geared towards meeting learners unique needs.

### CFAST - Pedagogy - Planning for Instruction and Assessment - Rubric

	<b>Exceeds Expectations</b> (3,000 pts)	<b>Meets Expectations</b> (2,000 pts)	<b>Emerging</b> (1,000 pt)	<b>Does Not Meet Expectations</b> (0,000 pt)
<b>A. Focus for Learning: Standards and Objectives /Targets</b> (1,000, 25.0%)	Plans align to appropriate P-12 state learning standards  AND Goals are measurable  AND Standards, objectives / targets, and learning tasks are consistently aligned with each other  AND Articulates objectives / targets that are appropriate for learners and attend to appropriate developmental progressions relative to age and content-area	Plans align to appropriate P-12 state learning standards  AND Goals are measurable  AND Standards, objectives / targets, and learning tasks are consistently aligned with each other  AND Articulates objectives / targets that are appropriate for learners	Plans align to appropriate P-12 state learning standards  AND/OR Some goals are measurable  AND/OR Standards, objectives / targets, and learning tasks, are loosely or are not consistently aligned with each other  AND/OR Articulates some objectives / targets that are appropriate for learners	Plans do not align to the appropriate P-12 state learning standards  AND/OR Goals are absent or not measurable  AND/OR Standards, objectives / targets, and learning tasks are not aligned with each other  AND/OR Does not articulate objectives / targets that are appropriate for learners
<b>B. Materials and Resources</b> (1,000, 25.0%)	Uses a variety of materials and resources that:  1. Align with all objectives / targets 2. Make content relevant to learners 3. Encourage individualization of learning	Uses a variety of materials and resources that:  1. Align with all objectives / targets 2. Make content relevant to learners	Uses materials and resources that align with some of the objectives / targets	Materials and resources do not align with objectives / targets
<b>C. Assessment of P-12 Learning</b> (1,000, 25.0%)	Plans a variety of assessments that:  1. Provide opportunities for learners of varying abilities to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. Are culturally relevant and draw from learners' funds of knowledge 4. Promote learner growth	Plans a variety of assessments that:  1. Provide opportunities for learners to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. Are culturally relevant and draw from learners' funds of knowledge	Planned assessments:  1. Provide opportunities for some learners to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards	Planned assessments:  1. Are not included  OR 2. Do not align with the appropriate P-12 state learning standards
<b>D. Differentiated Methods</b> (1,000, 25.0%)	Lessons make meaningful and culturally relevant connections to:  1. Learners' prior knowledge 2. Previous lessons 3. Future learning 4. Other disciplines and real-world experiences  AND Differentiation of instruction supports learner development  AND Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners	Lessons make clear and coherent connections to:  1. Learners' prior knowledge 2. Previous lessons 3. Future learning  AND Differentiation of instruction supports learner development  AND Organizes instruction to ensure content is comprehensible and relevant for learners	Lessons make an attempt to build on, but are not completely successful at connecting to:  1. Learners' prior knowledge, 2. Previous lessons,  OR future learning  AND Differentiation of instruction is minimal  AND Organizes instruction to ensure content is comprehensible for learners	Lessons do not build on or connect to learners' prior knowledge  AND/OR Explanations given are illogical or inaccurate as to how the content connects to previous and future learning  AND/OR Differentiation of instruction is absent

### CPAST - Pedagogy - Instructional Delivery - Rubric

	<b>Exceeds Expectations</b> (3,000 pts)	<b>Meets Expectations</b> (2,000 pts)	<b>Emerging</b> (1,000 pt)	<b>Does Not Meet Expectations</b> (0,000 pt)
<b>E. Learning Target and Directions</b> (1,000, 16.7%)	Articulates accurate and coherent learning targets  AND Articulates accurate directions / explanations throughout the lesson  AND Sequences learning experiences appropriately	Articulates an accurate learning target  AND Articulates accurate directions / explanations  AND Sequences learning experiences appropriately	Articulates an inaccurate learning target  AND/OR Articulates inaccurate directions / explanations	Does not articulate the learning target  OR Does not articulate directions / explanations
<b>F. Critical Thinking</b> (1,000, 16.7%)	Engages learners in critical thinking in local and/or global contexts that:  1. Fosters problem solving 2. Encourages conceptual connections 3. Challenges assumptions	Engages learners in critical thinking that:  1. Fosters problem solving 2. Encourages conceptual connections	Introduces AND/OR models critical thinking that:  1. Fosters problem solving 2. Encourages conceptual connections	Does not introduce AND/OR model critical thinking that:  1. Fosters problem solving 2. Encourages conceptual connections
<b>G. Checking for Understanding and Adjusting Instructions Through Formative Assessment</b> (1,000, 16.7%)	Checks for understanding (whole class/group  AND individual learners) during lessons using formative assessment  AND Differentiates through planned and responsive adjustments (whole class/group and individual learners)	Checks for understanding (whole class/group) during lessons using formative assessment  AND Differentiates through adjustments to instruction (whole class/group)	Inconsistently checks for understanding during lessons using formative assessment  AND Adjusts instruction accordingly, but adjustments may cause additional confusion	Does not check for understanding during lessons using formative assessment  OR Does not make any adjustments based on learners' responses
<b>CAEP 3F - Use of Technology to Support Formative Assessment During</b>	The candidate has extensive knowledge of appropriate ways technology is used to support assessment practices that checks for understanding (whole class/group  AND individual learners)	The candidate has adequate knowledge of appropriate ways technology is used to support assessment practices that checks for understanding (whole class/group  AND individual learners)	The candidate demonstrates an emerging level of knowledge of appropriate ways technology is used to support assessment practices that checks for understanding (whole class/group)	The candidate has limited or no knowledge of appropriate ways technology is used to support assessment practices  AND/OR

<b>Lessons</b> (1.000, 16.7%)	during lessons using formative assessment  AND Differentiates through planned and responsive adjustments (whole class/group and individual learners)	during lessons using formative assessment  AND Differentiates through planned and responsive adjustments (whole class/group and individual learners)	AND individual learners) during lessons using formative assessment  AND Differentiates through planned and responsive adjustments (whole class/group and individual learners)	Does not check for understanding during lessons using formative assessment  OR Does not make any adjustments based on learners' responses
<b>H. Digital Tools and Resources</b> (1.000, 16.7%)	Discusses AND uses a variety of developmentally appropriate technologies (digital tools and resources) that:  1. Are relevant to learning objectives / targets of the lesson 2. Engage learners in the demonstration of knowledge or skills 3. Extend learners' understanding of concepts	Discusses AND uses developmentally appropriate technologies (digital tools and resources) that:  1. Are relevant to learning objectives / targets of the lesson 2. Engage learners in the demonstration of knowledge or skills	Discusses developmentally appropriate technologies (digital tools and resources) relevant to learning objectives / targets of the lesson  AND Technology is not available	One of the following:  A. Does not use technologies (digital tools and resources) to engage learners  AND Technology is available in the setting  OR  B. Use of technologies is not relevant to the learning objectives/ targets of the lesson  OR  C. Does not discuss technologies  AND Technology is not available in the setting
<b>I. Safe and Respectful Learning Environment</b> (1.000, 16.7%)	Actively involves learners to create and manage a safe and respectful learning environment through the use of routines and transitions  AND Establishes and promotes constructive relationships to equitably engage learners  AND Uses research-based strategies to maintain learners' attention (individual and whole group)	Manages a safe and respectful learning environment through the use of routines and transitions  AND Establishes and promotes constructive relationships to equitably engage learners  AND Uses research-based strategies to maintain learners' attention (individual and whole group)	Attempts to manage a safe learning environment through the use of routines and transitions  AND/OR Attempts to establish constructive relationships to engage learners  AND/OR Attempts to use constructive strategies to maintain learners' attention (individual and whole group)	Does not manage a safe learning environment  OR Does not establish constructive relationships to engage learners  OR Does not use constructive strategies to maintain learners' attention (individual and whole group)

### CPAST - Pedagogy - Assessment - Rubric

	<b>Exceeds Expectations</b> (3,000 pts)	<b>Meets Expectations</b> (2,000 pts)	<b>Emerging</b> (1,000 pt)	<b>Does Not Meet Expectations</b> (0,000 pt)
<b>J. Data Guided Instruction</b> (1.000, 25.0%)	Uses data-informed decisions (trends and patterns) to set short and long term goals for future instruction and assessment  AND Uses contemporary tools for learner data record-keeping and analysis	Uses data-informed decisions to design instruction and assessment  AND Uses contemporary tools for learner data record-keeping	Uses minimal data to design instruction and assessment	Does not use data to design instruction and assessment
<b>K. Feedback to Learners</b> (1.000, 25.0%)	Provides feedback that:  1. Enables learners to recognize strengths AND areas for improvement 2. Is comprehensible 3. Is descriptive 4. Is individualized AND Provides timely feedback, guiding learners on how to use feedback to monitor their own progress	Provides feedback that:  1. Enables learners to recognize strengths OR areas for improvement 2. Is comprehensible 3. Is descriptive AND Provides timely feedback	Provides minimal feedback that:  1. Enables learners to recognize strengths OR areas for improvement OR Feedback is provided in a somewhat timely fashion	Does not provide feedback  OR Feedback does not enable learners to recognize strengths OR areas for improvement  OR Feedback is not provided in a timely fashion
<b>L. Assessment Techniques</b> (1.000, 25.0%)	Evaluates and supports learning through assessment techniques that are:  1. Developmentally appropriate 2. Formative AND summative 3. Diagnostic 4. Varied	Evaluates and supports learning through assessment techniques that are:  1. Developmentally appropriate 2. Formative AND summative	Assessment techniques are:  1. Developmentally appropriate 2. Formative OR summative	Assessment techniques are:  1. Developmentally inappropriate OR Not used
<b>COE 6 - DF4b - Maintaining Accurate Records</b> (1.000, 25.0%)	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.

**CPAST - Pedagogy - Analysis of Teaching - Rubric**

	<b>Exceeds Expectations</b> (3.000 pts)	<b>Meets Expectations</b> (2.000 pts)	<b>Emerging</b> (1.000 pt)	<b>Does Not Meet Expectations</b> (0.000 pt)
<b>M. Connections to Research and Theory</b> (1.000, 50.0%)	Discusses, provides evidence of, and justifies connections to educational research and/or theory  AND Uses research and/or theory to explain their P-12 learners' progress	Discusses and provides evidence of connections to educational research and/or theory	Mentions connections to educational research and/or theory	No connections OR inaccurate connections to educational research and/or theory
<b>COE 3 - DF1a - Demonstrating Knowledge of Content and Pedagogy</b> (1.000, 50.0%)	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

**CPAST - Dispositions - Professional Relationships - Rubric**

	<b>Exceeds Expectations</b> (3.000 pts)	<b>Meets Expectations</b> (2.000 pts)	<b>Emerging</b> (1.000 pt)	<b>Does Not Meet Expectations</b> (0.000 pt)
<b>T. Advocacy to Meet the Needs of Learners or for the Teaching Profession</b> (1.000, 100.0%)	Recognizes and articulates specific areas in need of advocacy, including the:  1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs;  OR adequate resources, equitable opportunities)  OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)  AND Takes action(s) based upon identified needs, while following district protocols	Recognizes and articulates specific areas in need of advocacy, including the:  1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs;  OR adequate resources, equitable opportunities)  OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	Recognizes areas in need of advocacy, but cannot articulate the:  1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs;  OR adequate resources, equitable opportunities)  OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	Does not recognize areas in need of advocacy, including the:  1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs;  OR adequate resources, equitable opportunities)  OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)

**CPAST - Dispositions - Critical Thinking and Reflective Practice - Rubric**

	<b>Exceeds Expectations</b> (3.000 pts)	<b>Meets Expectations</b> (2.000 pts)	<b>Emerging</b> (1.000 pt)	<b>Does Not Meet Expectations</b> (0.000 pt)
<b>COE 6 - DF4a - Reflecting on Teaching</b> (1.000, 33.3%)	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.
<b>CAEP 7A - Interpretation of Student Learning</b> (1.000, 33.3%)	The candidate has extensive knowledge of the impact of effective descriptive feedback for learners and a variety of strategies for communicating this feedback because he/she provided a proficient explanation of why some students met or did not meet learning goals, factors that impacted performance and engagement in learning activities, and barriers confronted during instruction.	The candidate has adequate knowledge of the impact of effective descriptive feedback for learners and a variety of strategies for communicating this feedback because he/she provided a sufficient explanation of why some students met or did not meet learning goals, factors that impacted performance and engagement in learning activities, and barriers confronted during instruction.	The candidate demonstrates an emerging level of knowledge of the impact of effective descriptive feedback for learners and a variety of strategies for communicating this feedback because he/she provided a sufficient explanation of why some students met or did not meet learning goals, factors that impacted performance and engagement in learning activities, and barriers confronted during instruction.	The candidate has limited knowledge of the impact of effective descriptive feedback for learners and a variety of strategies for communicating this feedback because he/she failed to provide an explanation of why some students met or did not meet learning goals, factors that impacted performance and engagement in learning activities, and barriers confronted during instruction.
<b>U. Responds Positively to Constructive Criticism</b> (1.000, 33.3%)	Is receptive to feedback, constructive criticism, supervision, and responds professionally  AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice  AND Proactively seeks opportunities for feedback from other professionals	Is receptive to feedback, constructive criticism, supervision, and responds professionally  AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice	Is receptive to feedback, constructive criticism, and supervision  AND/OR Incorporates feedback inconsistently	Is not receptive to feedback, constructive criticism, and supervision  AND/OR Does not incorporate feedback

**Glossary**

## Glossary of Terms

**Advocacy:** Any action within professional boundaries that speaks in favor of, recommends, argues for a cause, supports or defends, or pleads on behalf of others. This may be to advocate for the profession, an individual student, or other ideas.

**Analysis:** Careful and critical examination of data and/or processes to identify key components and potential outcomes.

**Assessment:** "Process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and relearning to ensure that learners reach high levels of Achievement."<sup>1</sup>

**Contemporary Tools:** Electronic/digital record-keeping tools such as an online gradebook and progress monitoring systems, spreadsheet software, etc.

**Cooperating Teachers:** (Also known as "mentor teachers") Teachers in schools who mentor and supervise student teachers in their classrooms for the duration of a student teaching and/or field experience.

**Critical Thinking:** Refers to the "kind of thinking involved in problem solving" and includes an ability to "examine assumptions, discern hidden values, evaluate evidence, and assesses conclusions."<sup>2</sup>

**Culturally Relevant:** Incorporating the tenets of culturally relevant/responsive teaching (i.e., "teachers create a bridge between students' home and school lives, while still meeting the expectations of the district and state curricular requirements. Culturally relevant teaching utilizes the backgrounds, knowledge, and experiences of the students to inform the teacher's lessons and methodology."<sup>3</sup>

**Data-informed decisions:** "Focuses on using student assessment data and relevant background information to inform decisions related to planning and implementing instructional strategies at the district, school, classroom, and individual student levels."<sup>4</sup>

**Developmental Theory (General):** Theories that describe the stages of development of children/adolescents (e.g., Erikson's Theory of Psychosocial Development, Kohlberg's Theory of Moral Development, Piaget's Cognitive Development Theory, Behavioral Theories, and Sociocultural Theories).

**Developmental Theory (Content-Specific):** Content-specific teaching that organizes activities and learning tasks to help learners move from one level to the next.<sup>5</sup>

**Diagnostic Assessment:** (Also known as "pre-assessment") "Involves the gathering and careful evaluation of detailed data using students' knowledge and skills in a given learning area."<sup>6</sup>

**Differentiation of Instruction:** "To respond to variance among learners" (e.g., learners with exceptional needs, second language learners, gifted learners) by modifying "content, and/or process, and/or products, and/or the learning environment" according to learners' "readiness, interest, or learning profile."<sup>7</sup>

**Digital Tools:** Technologies that enable learners to engage with the teacher and/or content on an individual level. Examples: SMART Boards, learner response systems (i.e., clickers), and computers, tablets, etc.

**Evidence:** Artifacts that document and demonstrate how [the student teacher] planned and implemented instruction<sup>8</sup>

**Feedback:** "Information communicated to the learner that is intended to modify the learner's thinking or behavior for the purpose of improving learning."<sup>9</sup>

**Formative Assessment:** "Assessment used continuously throughout learning and teaching, allowing teachers to adjust instruction to improve learner achievement."<sup>1</sup>

**Fosters:** To promote the growth or development of, encourage.<sup>10</sup>

**Funds of Knowledge:** "Historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being."<sup>11</sup>

**Goals:** See definition for "Measurable Goals."

**Learner:** Any P12 student in the student teacher's classroom.

**Learning Environment:** Any setting where learning occurs. The term may refer to the physical environment (e.g., the classroom), as well as the classroom management procedures and activities that enable teaching and learning to take place.

**"Look Fors" Document:** A document accompanying this form containing a non-exhaustive list to describe examples of the qualities and behaviors a student teacher is expected to demonstrate for a given level of performance.

**Measurable Goals:** "Provides information for describing, assessing, and evaluating student achievement."<sup>12</sup>

**Mentor Teachers:** See definition for "Cooperating Teachers."

**Objectives/Targets:** P12 student (learner) learning outcomes to be achieved by the end of the lesson or learning segment.<sup>13</sup>

**Problem solving:** A mental process that involves discovering, analyzing and solving problems. The ultimate goal of problem-solving is to overcome obstacles and find a solution that best resolves the issue.

**Program Coordinator:** Faculty or staff member from a college or university who coordinates/manages the administrative components of a teacher educator licensure program.

**Research:** "The use of rigorous, systematic, and objective methodologies to obtain reliable and valid knowledge."<sup>14</sup>

**Student Teacher:** (Also known as "intern" or "candidate") An individual participating in a full-time field experience in a P12 classroom in order to obtain professional education licensure/certification.

**Student Teaching:** (Also known as "clinical practice") A full-time field experience in a P12 classroom that occurs in the final semester (culminating experience) of an educator preparation program and is required to obtain professional education licensure/certification.

**Summative Assessment:** "Assessment activities used at the culmination of a given period of time to evaluate the extent to which instructional objectives have been met."<sup>15</sup>

**Targets:** See definition for 'Objectives/Targets.'

**Technologies:** See definition for 'Digital Tools.'

**University Supervisor (US):** The university instructor assigned to the student teacher who regularly observes his/her performance to provide feedback on strengths and weaknesses. The US coordinates the student teacher's evaluation, and is responsible for recording the consensus scores using this form.

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