# Course Report for EDI 331 - Meth/Strategies of Sec Tchng

**Filters used for report generation**

**Campus(es)**
> West Michigan Region
> Northern Michigan Region
> Southeastern Michigan Region
> Southwestern Michigan Region
> Northeastern Michigan Region

**Academic Year(s)**
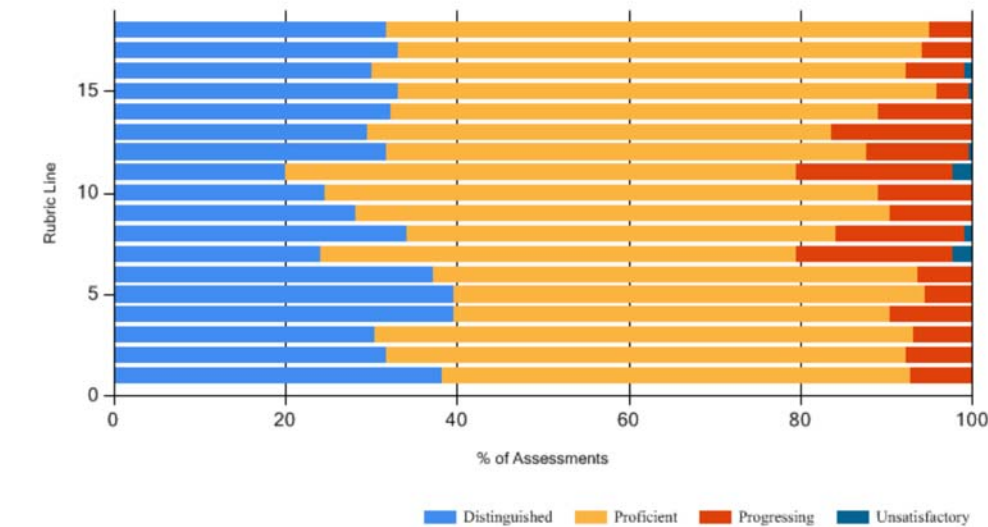> 13/14 (Summer 2014 / Fall 2013 / Winter 2014)

**Rubric(s)**
> Teacher Assisting Practicum Performance Evaluation (active F12 to F13)
> Practicum Performance Evaluation (active from W14 to present)

**13/14 Academic Year**

**Teacher Assisting Practicum Performance Evaluation (active F12 to F13) Rubric**



13/14 Academic Year
EDI 331 - Meth/Strategies of Sec Tchng
Teacher Assisting Practicum Performance Evaluation (active F12 to F13)
Assessments by Instructor

| | 13/14 Academic Year EDI 331 - Meth/Strategies of Sec Tchng Teacher Assisting Practicum Performance Evaluation (active F12 to F13) Assessments by Instructor (N = 220) | | | | | | |
|---|---|---|---|---|---|---|---|
| **Rubric Line Description** | **Rubric Line #** | **Distinguished (3)** | **Proficient (2)** | **Progressing (1)** | **Unsatisfactory (0)** | **Mean** | **Sample Std. Dev.** |
| **NCATE: 1; 3** <br><br> **InTASC: 1(b) (P)** <br><br> **Learner Development** <br><br> Candidate creates developmentally | 1 | 84 (38.2%) | 120 (54.5%) | 16 (7.3%) | 0 (0.0%) | 2.309 | 0.601 |

<table>
<tr><td colspan="8"><strong>13/14 Academic Year<br>EDI 331 - Meth/Strategies of Sec Tchng<br>Teacher Assisting Practicum Performance Evaluation (active F12 to F13)<br>Assessments by Instructor<br>(N = 220)</strong></td></tr>
<tr><td><strong>Rubric Line Description</strong></td><td><strong>Rubric Line #</strong></td><td><strong>Distinguished (3)</strong></td><td><strong>Proficient (2)</strong></td><td><strong>Progressing (1)</strong></td><td><strong>Unsatisfactory (0)</strong></td><td><strong>Mean</strong></td><td><strong>Sample Std. Dev.</strong></td></tr>
<tr><td>appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.<br><br><strong>PSMT: 1; 2</strong></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td><strong>NCATE: 1</strong><br><br><strong>InTASC: 1(f) (EK)</strong><br><br><strong>Learner Development</strong><br><br>Candidate identifies readiness for learning, and understands how development in any one area may affect performance in others.<br><br><strong>PSMT: 1</strong></td><td>2</td><td>70<br>(31.8%)</td><td>133<br>(60.5%)</td><td>17<br>(7.7%)</td><td>0<br>(0.0%)</td><td>2.241</td><td>0.582</td></tr>
<tr><td><strong>NCATE: 1; 3</strong><br><br><strong>InTASC: 1(h) (CD)</strong><br><br><strong>Learner Development</strong><br><br>Candidate respects learners' differing strengths and needs and is committed to using this information to further each learner's development.<br><br><strong>PSMT: 1; 3</strong></td><td>3</td><td>67<br>(30.5%)</td><td>138<br>(62.7%)</td><td>15<br>(6.8%)</td><td>0<br>(0.0%)</td><td>2.236</td><td>0.564</td></tr>
<tr><td><strong>NCATE: 1; 3</strong><br><br><strong>InTASC: 4 (b) (P)</strong><br><br><strong>Content Knowledge</strong><br><br>Candidate engages students in learning experiences in the discipline(s) that encourage learners to</td><td>4</td><td>87<br>(39.5%)</td><td>112<br>(50.9%)</td><td>21<br>(9.5%)</td><td>0<br>(0.0%)</td><td>2.300</td><td>0.635</td></tr>
</table>

<table>
<tr><td colspan="8">**13/14 Academic Year<br>EDI 331 - Meth/Strategies of Sec Tchng<br>Teacher Assisting Practicum Performance Evaluation (active F12 to F13)<br>Assessments by Instructor<br>(N = 220)**</td></tr>
<tr><th>Rubric Line Description</th><th>Rubric Line #</th><th>Distinguished (3)</th><th>Proficient (2)</th><th>Progressing (1)</th><th>Unsatisfactory (0)</th><th>Mean</th><th>Sample Std. Dev.</th></tr>
<tr><td>understand, question, and analyze ideas from diverse perspectives so that they master the content.<br><br>**PSMT: 1; 2; 3**</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>**NCATE: 1; 3**<br><br>**InTASC: 4 (j) (EK)**<br><br>**Content Knowledge**<br><br>Candidate understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.<br><br>**PSMT: 1; 2; 3**</td><td>5</td><td>87<br>(39.5%)</td><td>121<br>(55.0%)</td><td>12<br>(5.5%)</td><td>0<br>(0.0%)</td><td>2.341</td><td>0.579</td></tr>
<tr><td>**NCATE: 1; 3**<br><br>**InTASC: 4 (r) (CD)**<br><br>**Content Knowledge**<br><br>Candidate is committed to work toward each learner's mastery of disciplinary content and skills.<br><br>**PSMT: 1; 2; 3**</td><td>6</td><td>82<br>(37.3%)</td><td>124<br>(56.4%)</td><td>14<br>(6.4%)</td><td>0<br>(0.0%)</td><td>2.309</td><td>0.585</td></tr>
<tr><td>**NCATE: 1; 3**<br><br>**InTASC: 5 (b) (P)**<br><br>**Application of Content**<br><br>Candidate engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g. financial literacy, environmental literacy)</td><td>7</td><td>53<br>(24.1%)</td><td>122<br>(55.5%)</td><td>40<br>(18.2%)</td><td>5<br>(2.3%)</td><td>2.014</td><td>0.718</td></tr>
</table>

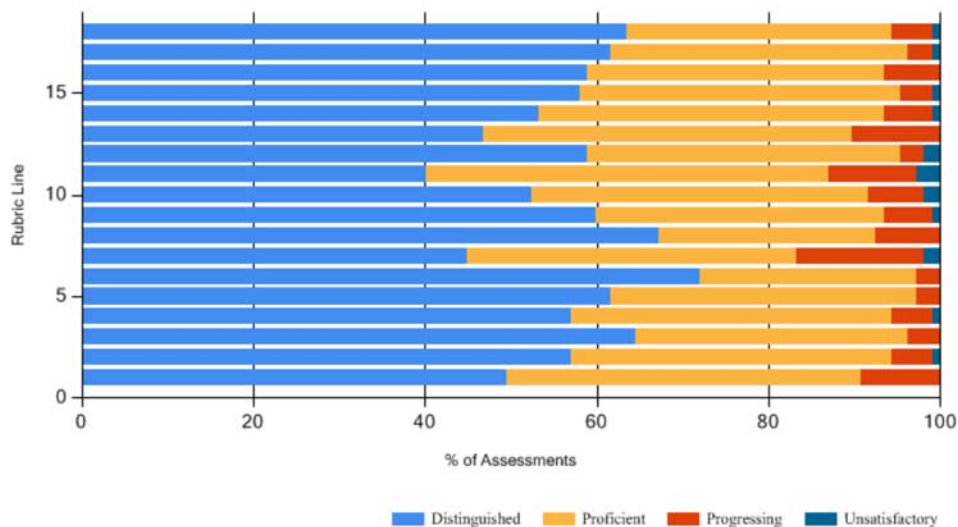| 13/14 Academic Year<br>EDI 331 - Meth/Strategies of Sec Tchng<br>Teacher Assisting Practicum Performance Evaluation (active F12 to F13)<br>Assessments by Instructor<br>(N = 220) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Rubric Line Description** | **Rubric Line #** | **Distinguished (3)** | **Proficient (2)** | **Progressing (1)** | **Unsatisfactory (0)** | **Mean** | **Sample Std. Dev.** |
| **PSMT: 1; 2; 3** | | | | | | | |
| **NCATE: 1; 3**<br><br>**InTASC: 5 (l) (EK)**<br><br>**Application of Content**<br><br>Candidate understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.<br><br>**PSMT: 2; 3; 4; 7** | 8 | 75 (34.1%) | 110 (50.0%) | 33 (15.0%) | 2 (0.9%) | 2.173 | 0.707 |
| **NCATE: 1; 3**<br><br>**InTASC: 5 (r) (CD)**<br><br>**Application of Content**<br><br>Candidate values knowledge outside his/her own content area and how such knowledge enhances student learning.<br><br>**PSMT: 1; 2; 3** | 9 | 62 (28.2%) | 137 (62.3%) | 21 (9.5%) | 0 (0.0%) | 2.186 | 0.587 |
| **NCATE:1; 3**<br><br>**InTASC: 6 (e) (P)**<br><br>**Assessment**<br><br>Candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.<br><br>**PSMT: 1; 2; 3; 4** | 10 | 54 (24.5%) | 142 (64.5%) | 24 (10.9%) | 0 (0.0%) | 2.136 | 0.581 |
| **NCATE: 1; 3; 4**<br><br>**InTASC: 6 (k) (EK)** | 11 | 44 (20.0%) | 131 (59.5%) | 40 (18.2%) | 5 (2.3%) | 1.973 | 0.689 |

| 13/14 Academic Year EDI 331 - Meth/Strategies of Sec Tchng Teacher Assisting Practicum Performance Evaluation (active F12 to F13) Assessments by Instructor (N = 220) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Rubric Line Description** | **Rubric Line #** | **Distinguished (3)** | **Proficient (2)** | **Progressing (1)** | **Unsatisfactory (0)** | **Mean** | **Sample Std. Dev.** |
| **Assessment**<br><br>Candidate understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.<br><br>**PSMT: 2; 3; 4** | | | | | | | |
| **NCATE: 1; 3**<br><br>**InTASC: 6 (r) (CD)**<br><br>**Assessment**<br><br>Candidate takes responsibility for aligning instruction and assessment with learning goals.<br><br>**PSMT: 2; 3; 4** | 12 | 70 (31.8%) | 123 (55.9%) | 26 (11.8%) | 1 (0.5%) | 2.191 | 0.648 |
| **NCATE: 1; 3; 4**<br><br>**InTASC: 7 (b) (P)**<br><br>**Planning for Instruction**<br><br>Candidate plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.<br><br>**PSMT: 2; 3; 4** | 13 | 65 (29.5%) | 119 (54.1%) | 36 (16.4%) | 0 (0.0%) | 2.132 | 0.666 |
| **NCATE:1; 3; 4**<br><br>**InTASC: 7 (k) (EK)** | 14 | 71 (32.3%) | 125 (56.8%) | 24 (10.9%) | 0 (0.0%) | 2.214 | 0.623 |

| | | 13/14 Academic Year<br>EDI 331 - Meth/Strategies of Sec Tchng<br>Teacher Assisting Practicum Performance Evaluation (active F12 to F13)<br>Assessments by Instructor<br>(N = 220) | | | | | |
|---|---|---|---|---|---|---|---|
| **Rubric Line Description** | **Rubric Line #** | **Distinguished (3)** | **Proficient (2)** | **Progressing (1)** | **Unsatisfactory (0)** | **Mean** | **Sample Std. Dev.** |
| **Planning for Instruction**<br><br>Candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.<br><br>**PSMT: 2; 3; 4; 7** | | | | | | | |
| **NCATE: 1; 3**<br><br>**InTASC: 7 (p)  (CD)**<br><br>**Planning for Instruction**<br><br>Candidate takes professional responsibility to use short-and long-term planning as a means of assuring student learning.<br><br>**PSMT: 2; 3; 4** | 15 | 73<br>(33.2%) | 138<br>(62.7%) | 8<br>(3.6%) | 1<br>(0.5%) | 2.286 | 0.553 |
| **NCATE: 1; 3**<br><br>**InTASC: 8 (d) (P)**<br><br>**Instructional Strategies**<br><br>Candidate varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.<br><br>**PSMT: 2; 3; 4** | 16 | 66<br>(30.0%) | 137<br>(62.3%) | 15<br>(6.8%) | 2<br>(0.9%) | 2.214 | 0.600 |
| **NCATE: 1; 3** | 17 | 73<br>(33.2%) | 134<br>(60.9%) | 13<br>(5.9%) | 0<br>(0.0%) | 2.273 | 0.564 |

| 13/14 Academic Year<br>EDI 331 - Meth/Strategies of Sec Tchng<br>Teacher Assisting Practicum Performance Evaluation (active F12 to F13)<br>Assessments by Instructor<br>(N = 220) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Rubric Line Description** | **Rubric Line #** | **Distinguished (3)** | **Proficient (2)** | **Progressing (1)** | **Unsatisfactory (0)** | **Mean** | **Sample Std. Dev.** |
| **InTASC: 8 (m) (EK)**<br><br>**Instructional Strategies**<br><br>Candidate understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.<br><br>**PSMT: 2; 3; 4; 7** | | | | | | | |
| **NCATE: 1; 3**<br><br>**InTASC: 8 (q) (CD)**<br><br>**Instructional Strategies**<br><br>Candidate values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.<br><br>**PSMT: 2; 3; 4** | 18 | 70<br>(31.8%) | 139<br>(63.2%) | 11<br>(5.0%) | 0<br>(0.0%) | 2.268 | 0.546 |

# 13/14 Academic Year
## EDI 331 - Meth/Strategies of Sec Tchng
### Teacher Assisting Practicum Performance Evaluation (active F12 to F13)
#### Assessments by Cooperating Teacher



| Distinguished | Proficient | Progressing | Unsatisfactory |

**13/14 Academic Year**
**EDI 331 - Meth/Strategies of Sec Tchng**
**Teacher Assisting Practicum Performance Evaluation (active F12 to F13)**
**Assessments by Cooperating Teacher**
**(N = 107)**

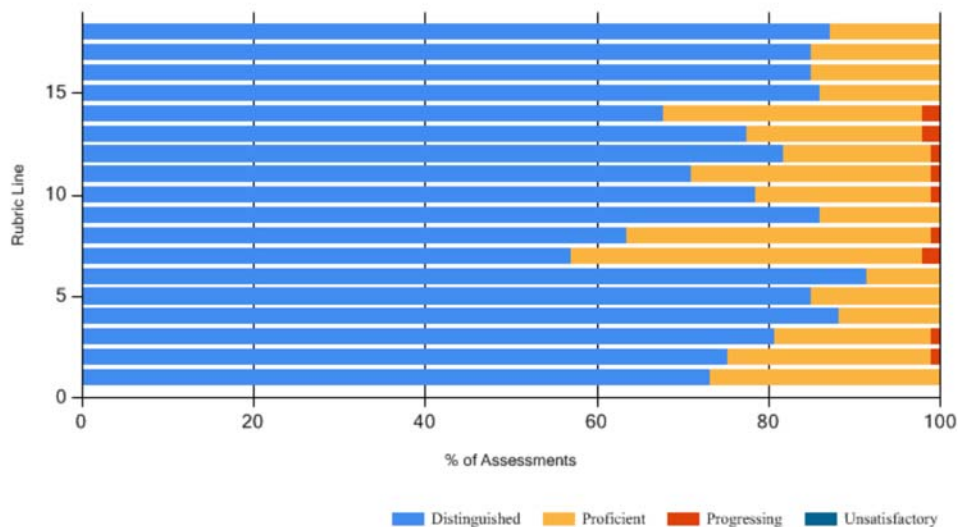| Rubric Line Description | Rubric Line # | Distinguished (3) | Proficient (2) | Progressing (1) | Unsatisfactory (0) | Mean | Sample Std. Dev. |
|---|---|---|---|---|---|---|---|
| **NCATE: 1; 3**<br><br>**InTASC: 1(b) (P)**<br><br>**Learner Development**<br><br>Candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.<br><br>**PSMT: 1; 2** | 1 | 53 (49.5%) | 44 (41.1%) | 10 (9.3%) | 0 (0.0%) | 2.402 | 0.657 |
| **NCATE: 1**<br><br>**InTASC: 1(f) (EK)**<br><br>**Learner Development**<br><br>Candidate identifies | 2 | 61 (57.0%) | 40 (37.4%) | 5 (4.7%) | 1 (0.9%) | 2.505 | 0.635 |

| 13/14 Academic Year EDI 331 - Meth/Strategies of Sec Tchng Teacher Assisting Practicum Performance Evaluation (active F12 to F13) Assessments by Cooperating Teacher (N = 107) | | | | | | | |
|---|---|---|---|---|---|---|---|
| Rubric Line Description | Rubric Line # | Distinguished (3) | Proficient (2) | Progressing (1) | Unsatisfactory (0) | Mean | Sample Std. Dev. |
| readiness for learning, and understands how development in any one area may affect performance in others.<br><br>**PSMT: 1** | | | | | | | |
| **NCATE: 1; 3**<br><br>**InTASC: 1(h) (CD)**<br><br>**Learner Development**<br><br>Candidate respects learners' differing strengths and needs and is committed to using this information to further each learner's development.<br><br>**PSMT: 1; 3** | 3 | 69 (64.5%) | 34 (31.8%) | 4 (3.7%) | 0 (0.0%) | 2.607 | 0.562 |
| **NCATE: 1; 3**<br><br>**InTASC: 4 (b) (P)**<br><br>**Content Knowledge**<br><br>Candidate engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.<br><br>**PSMT: 1; 2; 3** | 4 | 61 (57.0%) | 40 (37.4%) | 5 (4.7%) | 1 (0.9%) | 2.505 | 0.635 |
| **NCATE: 1; 3**<br><br>**InTASC: 4 (j) (EK)**<br><br>**Content Knowledge**<br><br>Candidate understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing | 5 | 66 (61.7%) | 38 (35.5%) | 3 (2.8%) | 0 (0.0%) | 2.589 | 0.549 |

| Rubric Line Description | Rubric Line # | Distinguished (3) | Proficient (2) | Progressing (1) | Unsatisfactory (0) | Mean | Sample Std. Dev. |
|---|---|---|---|---|---|---|---|
| **13/14 Academic Year** **EDI 331 - Meth/Strategies of Sec Tchng** **Teacher Assisting Practicum Performance Evaluation (active F12 to F13)** **Assessments by Cooperating Teacher** **(N = 107)** | | | | | | | |

| Rubric Line Description | Rubric Line # | Distinguished (3) | Proficient (2) | Progressing (1) | Unsatisfactory (0) | Mean | Sample Std. Dev. |
|---|---|---|---|---|---|---|---|
| that are central to the discipline(s) s/he teaches. **PSMT: 1; 2; 3** | | | | | | | |
| **NCATE: 1; 3** **InTASC: 4 (r) (CD)** **Content Knowledge** Candidate is committed to work toward each learner's mastery of disciplinary content and skills. **PSMT: 1; 2; 3** | 6 | 77 (72.0%) | 27 (25.2%) | 3 (2.8%) | 0 (0.0%) | 2.692 | 0.521 |
| **NCATE: 1; 3** **InTASC: 5 (b) (P)** **Application of Content** Candidate engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g. financial literacy, environmental literacy) **PSMT:  1; 2; 3** | 7 | 48 (44.9%) | 41 (38.3%) | 16 (15.0%) | 2 (1.9%) | 2.262 | 0.781 |
| **NCATE: 1; 3** **InTASC: 5 (l) (EK)** **Application of Content** Candidate understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals. **PSMT: 2; 3; 4; 7** | 8 | 72 (67.3%) | 27 (25.2%) | 8 (7.5%) | 0 (0.0%) | 2.598 | 0.627 |

## 13/14 Academic Year
## EDI 331 - Meth/Strategies of Sec Tchng
## Teacher Assisting Practicum Performance Evaluation (active F12 to F13)
## Assessments by Candidate



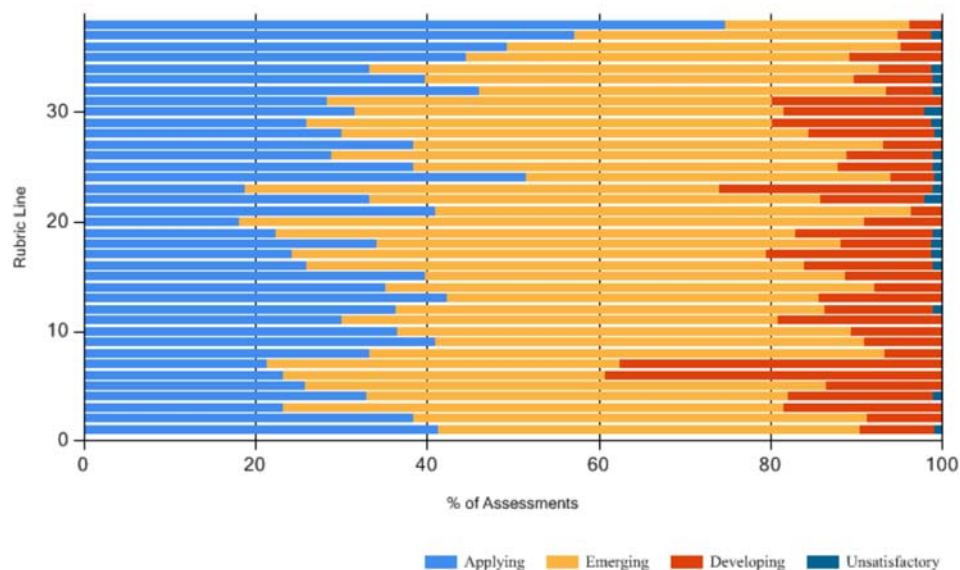| | Distinguished | Proficient | Progressing | Unsatisfactory |

| 13/14 Academic Year EDI 331 - Meth/Strategies of Sec Tchng Teacher Assisting Practicum Performance Evaluation (active F12 to F13) Assessments by Candidate (N = 93) | | | | | | | |
|---|---|---|---|---|---|---|---|
| Rubric Line Description | Rubric Line # | Distinguished (3) | Proficient (2) | Progressing (1) | Unsatisfactory (0) | Mean | Sample Std. Dev. |
| **NCATE: 1; 3** **InTASC: 1(b) (P)** **Learner Development** Candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning. **PSMT: 1; 2** | 1 | 68 (73.1%) | 25 (26.9%) | 0 (0.0%) | 0 (0.0%) | 2.731 | 0.446 |
| **NCATE: 1** **InTASC: 1(f) (EK)** **Learner Development** Candidate identifies | 2 | 70 (75.3%) | 22 (23.7%) | 1 (1.1%) | 0 (0.0%) | 2.742 | 0.464 |

| | | 13/14 Academic Year<br>EDI 331 - Meth/Strategies of Sec Tchng<br>Teacher Assisting Practicum Performance Evaluation (active F12 to F13)<br>Assessments by Candidate<br>(N = 93) | | | | | |
|---|---|---|---|---|---|---|---|
| **Rubric Line Description** | **Rubric Line #** | **Distinguished (3)** | **Proficient (2)** | **Progressing (1)** | **Unsatisfactory (0)** | **Mean** | **Sample Std. Dev.** |
| readiness for learning, and understands how development in any one area may affect performance in others.<br><br>**PSMT: 1** | | | | | | | |
| **NCATE: 1; 3**<br><br>**InTASC: 1(h) (CD)**<br><br>**Learner Development**<br><br>Candidate respects learners' differing strengths and needs and is committed to using this information to further each learner's development.<br><br>**PSMT: 1; 3** | 3 | 75<br>(80.6%) | 17<br>(18.3%) | 1<br>(1.1%) | 0<br>(0.0%) | 2.796 | 0.431 |
| **NCATE: 1; 3**<br><br>**InTASC: 4 (b) (P)**<br><br>**Content Knowledge**<br><br>Candidate engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.<br><br>**PSMT: 1; 2; 3** | 4 | 82<br>(88.2%) | 11<br>(11.8%) | 0<br>(0.0%) | 0<br>(0.0%) | 2.882 | 0.325 |
| **NCATE: 1; 3**<br><br>**InTASC: 4 (j) (EK)**<br><br>**Content Knowledge**<br><br>Candidate understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing | 5 | 79<br>(84.9%) | 14<br>(15.1%) | 0<br>(0.0%) | 0<br>(0.0%) | 2.849 | 0.360 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 13/14 Academic Year<br>EDI 331 - Meth/Strategies of Sec Tchng<br>Teacher Assisting Practicum Performance Evaluation (active F12 to F13)<br>Assessments by Candidate<br>(N = 93) | | | | | | |
| Rubric Line Description | Rubric Line # | Distinguished (3) | Proficient (2) | Progressing (1) | Unsatisfactory (0) | Mean | Sample Std. Dev. |
| that are central to the discipline(s) s/he teaches.<br><br>**PSMT: 1; 2; 3** | | | | | | | |
| **NCATE: 1; 3**<br><br>**InTASC: 4 (r) (CD)**<br><br>**Content Knowledge**<br><br>Candidate is committed to work toward each learner's mastery of disciplinary content and skills.<br><br>**PSMT: 1; 2; 3** | 6 | 85 (91.4%) | 8 (8.6%) | 0 (0.0%) | 0 (0.0%) | 2.914 | 0.282 |
| **NCATE: 1; 3**<br><br>**InTASC: 5 (b) (P)**<br><br>**Application of Content**<br><br>Candidate engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g. financial literacy, environmental literacy)<br><br>**PSMT: 1; 2; 3** | 7 | 53 (57.0%) | 38 (40.9%) | 2 (2.2%) | 0 (0.0%) | 2.548 | 0.542 |
| **NCATE: 1; 3**<br><br>**InTASC: 5 (l) (EK)**<br><br>**Application of Content**<br><br>Candidate understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.<br><br>**PSMT: 2; 3; 4; 7** | 8 | 59 (63.4%) | 33 (35.5%) | 1 (1.1%) | 0 (0.0%) | 2.624 | 0.509 |

## 13/14 Academic Year
## EDI 331 - Meth/Strategies of Sec Tchng
## Practicum Performance Evaluation (active from W14 to present)
## Assessments by Instructor



Applying    Emerging    Developing    Unsatisfactory

| 13/14 Academic Year EDI 331 - Meth/Strategies of Sec Tchng Practicum Performance Evaluation (active from W14 to present) Assessments by Instructor (N = 104) | | | | | | | |
|---|---|---|---|---|---|---|---|
| Rubric Line Description | Rubric Line # | Applying (3) | Emerging (2) | Developing (1) | Unsatisfactory (0) | Mean | Sample Std. Dev. |
| **NCATE: 1; 3**<br>**InTASC: 1(b) (P)**<br>**Learner Development**<br><br>Candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning.<br><br>**PSMT: 1; 2** | 1 | 43 (41.3%) | 51 (49.0%) | 9 (8.7%) | 1 (1.0%) | 2.308 | 0.669 |
| **NCATE: 1; 3**<br>**InTASC: 1(g) (EK)**<br>**Learner Development**<br><br>Candidate understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging. | 2 | 35 (38.5%) | 48 (52.7%) | 8 (8.8%) | 0 (0.0%) | 2.297 | 0.624 |

<table>
<tr><td colspan="9"><b>13/14 Academic Year</b><br><b>EDI 331 - Meth/Strategies of Sec Tchng</b><br><b>Practicum Performance Evaluation (active from W14 to present)</b><br><b>Assessments by Instructor</b><br><b>(N = 104)</b></td></tr>
</table>

| Rubric Line Description | Rubric Line # | Applying (3) | Emerging (2) | Developing (1) | Unsatisfactory (0) | Mean | Sample Std. Dev. |
|---|---|---|---|---|---|---|---|
| **PSMT:** | | | | | | | |
| **NCATE: 1; 3**<br>**InTASC: 2(a) (P)**<br>**Learning Differences**<br><br>Candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.<br><br>**PSMT: 1; 2** | 3 | 24 (23.3%) | 60 (58.3%) | 19 (18.4%) | 0 (0.0%) | 2.049 | 0.647 |
| **NCATE: 1; 3**<br>**InTASC: 2(b) (P)**<br>**Learning Differences**<br><br>Candidate makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.<br><br>**PSMT: 1; 2** | 4 | 33 (33.0%) | 49 (49.0%) | 17 (17.0%) | 1 (1.0%) | 2.140 | 0.725 |
| **NCATE: 1; 3**<br>**InTASC: 2(d) (P)**<br>**Learning Differences**<br><br>Candidate brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.<br><br>**PSMT: 1; 2** | 5 | 23 (25.8%) | 54 (60.7%) | 12 (13.5%) | 0 (0.0%) | 2.124 | 0.618 |
| **NCATE: 1; 2**<br>**InTASC: 2(i) (EK)**<br>**Learning Differences**<br><br>Candidate knows about second language acquisition processes and knows how to | 6 | 13 (23.2%) | 21 (37.5%) | 22 (39.3%) | 0 (0.0%) | 1.839 | 0.781 |

| | 13/14 Academic Year<br>EDI 331 - Meth/Strategies of Sec Tchng<br>Practicum Performance Evaluation (active from W14 to present)<br>Assessments by Instructor<br>(N = 104) | | | | | | |
|---|---|---|---|---|---|---|---|

| Rubric Line Description | Rubric Line # | Applying (3) | Emerging (2) | Developing (1) | Unsatisfactory (0) | Mean | Sample Std. Dev. |
|---|---|---|---|---|---|---|---|
| incorporate instructional strategies and resources to support language acquisition.<br><br>**PSMT: 1 ; 2** | | | | | | | |
| **NCATE: 1; 2**<br>**InTASC:  2(i)  (EK)**<br>**Learning Differences**<br><br>Candidate knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.<br><br>**PSMT: 1 ; 2** | 7 | 12 (21.4%) | 23 (41.1%) | 21 (37.5%) | 0 (0.0%) | 1.839 | 0.757 |
| **NCATE: 1; 3**<br>**InTASC: 3 (b) (P)**<br>**Learning Environments**<br><br>Candidate develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.<br><br>**PSMT: 1; 2** | 8 | 30 (33.3%) | 54 (60.0%) | 6 (6.7%) | 0 (0.0%) | 2.267 | 0.577 |
| **NCATE: 1; 3**<br>**InTASC: 3 (c) (P)**<br>**Learning Environments**<br><br>Candidate collaborates with learners and<br><br>colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.<br><br>**PSMT: 1; 2** | 9 | 36 (40.9%) | 44 (50.0%) | 8 (9.1%) | 0 (0.0%) | 2.318 | 0.635 |
| **NCATE: 1; 3**<br>**InTASC: 3 (d) (P)**<br>**Learning Environments** | 10 | 38 (36.5%) | 55 (52.9%) | 11 (10.6%) | 0 (0.0%) | 2.260 | 0.638 |

<table>
<thead>
<tr><th rowspan="2">Rubric Line Description</th><th>Rubric Line #</th><th>Applying (3)</th><th>Emerging (2)</th><th>Developing (1)</th><th>Unsatisfactory (0)</th><th>Mean</th><th>Sample Std. Dev.</th></tr>
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| | 13/14 Academic Year<br>EDI 331 - Meth/Strategies of Sec Tchng<br>Practicum Performance Evaluation (active from W14 to present)<br>Assessments by Instructor<br>(N = 104) | | | | | | |
|---|---|---|---|---|---|---|---|
| **Rubric Line Description** | Rubric Line # | Applying (3) | Emerging (2) | Developing (1) | Unsatisfactory (0) | Mean | Sample Std. Dev. |
| Candidate manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.<br><br>**PSMT: 1; 2** | | | | | | | |
| **NCATE: 1; 3**<br>**InTASC: 3 (g) (P)**<br>**Learning Environments**<br><br>The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.<br><br>**PSMT : 1; 3** | 11 | 22 (30.1%) | 37 (50.7%) | 14 (19.2%) | 0 (0.0%) | 2.110 | 0.698 |
| **NCATE: 1; 3**<br>**InTASC: 3 (h) (P)**<br>**Learning Environments**<br><br>The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.<br><br>**PSMT: 1; 3** | 12 | 32 (36.4%) | 44 (50.0%) | 11 (12.5%) | 1 (1.1%) | 2.216 | 0.702 |
| **NCATE: 1; 3**<br>**InTASC: 3 (i) (EK)**<br>**Learning Environments**<br><br>Candidate understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.<br><br>**PSMT: 2; 3; 4** | 13 | 44 (42.3%) | 45 (43.3%) | 15 (14.4%) | 0 (0.0%) | 2.279 | 0.703 |
| **NCATE: 1; 3**<br>**InTASC: 3 (l) (EK)**<br>**Learning Environments** | 14 | 31 (35.2%) | 50 (56.8%) | 7 (8.0%) | 0 (0.0%) | 2.273 | 0.601 |

| 13/14 Academic Year<br>EDI 331 - Meth/Strategies of Sec Tchng<br>Practicum Performance Evaluation (active from W14 to present)<br>Assessments by Instructor<br>(N = 104) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Rubric Line Description** | **Rubric Line #** | **Applying (3)** | **Emerging (2)** | **Developing (1)** | **Unsatisfactory (0)** | **Mean** | **Sample Std. Dev.** |
| Candidate understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.<br><br>**PSMT: 2; 3; 4** | | | | | | | |
| **NCATE: 1; 3**<br>**InTASC: 4 (g) (P)**<br>**Content Knowledge**<br><br>Candidate uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.<br><br>**PSMT: 1; 2; 3** | 15 | 35 (39.8%) | 43 (48.9%) | 10 (11.4%) | 0 (0.0%) | 2.284 | 0.660 |
| **NCATE: 1; 3**<br>**InTASC: 4 (k) (EK)**<br>**Content Knowledge**<br><br>Candidate understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.<br><br>**PSMT: 1; 2; 3** | 16 | 26 (26.0%) | 58 (58.0%) | 15 (15.0%) | 1 (1.0%) | 2.090 | 0.668 |
| **NCATE: 1; 3**<br>**InTASC: 5 (a) (P)**<br>**Application of Content**<br><br>Candidate develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).<br><br>**PSMT: 1; 2; 3** | 17 | 19 (24.4%) | 43 (55.1%) | 15 (19.2%) | 1 (1.3%) | 2.026 | 0.702 |

| | 13/14 Academic Year<br>EDI 331 - Meth/Strategies of Sec Tchng<br>Practicum Performance Evaluation (active from W14 to present)<br>Assessments by Instructor<br>(N = 104) | | | | | | |
|---|---|---|---|---|---|---|---|
| **Rubric Line Description** | **Rubric Line #** | **Applying (3)** | **Emerging (2)** | **Developing (1)** | **Unsatisfactory (0)** | **Mean** | **Sample Std. Dev.** |
| **NCATE: 1; 3**<br>**InTASC: 5 (c) (P)**<br>**Application of Content**<br><br>Candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts.<br><br>**PSMT: 1; 2; 3** | 18 | 29 (34.1%) | 46 (54.1%) | 9 (10.6%) | 1 (1.2%) | 2.212 | 0.674 |
| **NCATE: 1; 3**<br>**InTASC: 5 (d) (P)**<br>**Application of Content**<br><br>Candidate engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.<br><br>**PSMT: 1; 2; 3** | 19 | 21 (22.3%) | 57 (60.6%) | 15 (16.0%) | 1 (1.1%) | 2.043 | 0.654 |
| **NCATE: 1; 3**<br>**InTASC: 5 (h) (P)**<br>**Application of Content**<br><br>Candidate develops and implements supports for learner literacy development across content areas.<br><br>**PSMT: 1; 2; 3** | 20 | 12 (18.2%) | 48 (72.7%) | 6 (9.1%) | 0 (0.0%) | 2.091 | 0.518 |
| **NCATE: 1; 3**<br>**InTASC: 5 (k) (EK)**<br>**Application of Content**<br><br>Candidate understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.<br><br>**PSMT: 1; 2; 3** | 21 | 34 (41.0%) | 46 (55.4%) | 3 (3.6%) | 0 (0.0%) | 2.373 | 0.557 |
| **NCATE: 1; 3**<br>**InTASC: 5 (m) (EK)**<br>**Application of Content** | 22 | 33 (33.3%) | 52 (52.5%) | 12 (12.1%) | 2 (2.0%) | 2.172 | 0.715 |

| 13/14 Academic Year<br>EDI 331 - Meth/Strategies of Sec Tchng<br>Practicum Performance Evaluation (active from W14 to present)<br>Assessments by Instructor<br>(N = 104) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Rubric Line Description** | **Rubric Line #** | **Applying (3)** | **Emerging (2)** | **Developing (1)** | **Unsatisfactory (0)** | **Mean** | **Sample Std. Dev.** |
| Candidate understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.<br><br>**PSMT: 1; 2; 3** | | | | | | | |
| **NCATE:1; 3**<br>**InTASC: 6 (g) (P)**<br>**Assessment**<br><br>Candidate effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.<br><br>**PSMT: 2; 3; 4** | 23 | 18 (18.8%) | 53 (55.2%) | 24 (25.0%) | 1 (1.0%) | 1.917 | 0.691 |
| **NCATE:1; 3**<br>**InTASC: 6 (l) (P)**<br>**Assessment**<br><br>Candidate understands the differences between formative and summative applications of assessment and knows how and when to use each.<br><br>**PSMT: 2; 3; 4** | 24 | 52 (51.5%) | 43 (42.6%) | 5 (5.0%) | 1 (1.0%) | 2.446 | 0.640 |
| **NCATE: 1; 3; 4**<br>**InTASC: 7 (i) (EK)**<br>**Planning for Instruction**<br><br>Candidate understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.<br><br>**PSMT: 2; 3; 4** | 25 | 35 (38.5%) | 45 (49.5%) | 10 (11.0%) | 1 (1.1%) | 2.253 | 0.693 |
| **NCATE: 1; 3; 4**<br>**InTASC: 7 (l) (EK)**<br>**Planning for Instruction**<br><br>Candidate knows when and | 26 | 26 (28.9%) | 54 (60.0%) | 9 (10.0%) | 1 (1.1%) | 2.167 | 0.640 |

| | **13/14 Academic Year**<br>**EDI 331 - Meth/Strategies of Sec Tchng**<br>**Practicum Performance Evaluation (active from W14 to present)**<br>**Assessments by Instructor**<br>**(N = 104)** | | | | | | |
|---|---|---|---|---|---|---|---|

| Rubric Line Description | Rubric Line # | Applying (3) | Emerging (2) | Developing (1) | Unsatisfactory (0) | Mean | Sample Std. Dev. |
|---|---|---|---|---|---|---|---|
| how to adjust plans based on assessment information and learner responses.<br><br>**PSMT: 2; 3; 4; 7** | | | | | | | |
| **NCATE: 1; 3; 4**<br>**InTASC: 7 (m) (EK)**<br>**Planning for Instruction**<br><br>Candidate knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).<br><br>**PSMT: 2; 3; 4; 7** | 27 | 28 (38.4%) | 40 (54.8%) | 5 (6.8%) | 0 (0.0%) | 2.315 | 0.598 |
| **NCATE: 1; 3**<br>**InTASC: 8 (b) (P)**<br>**Instructional Strategies**<br><br>Candidate continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.<br><br>**PSMT: 2; 3; 4** | 28 | 31 (30.1%) | 56 (54.4%) | 15 (14.6%) | 1 (1.0%) | 2.136 | 0.687 |
| **NCATE: 1; 3**<br>**InTASC: 8 (c) (P)**<br>**Instructional Strategies**<br><br>Candidate collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.<br><br>**PSMT: 2; 3; 4** | 29 | 21 (25.9%) | 44 (54.3%) | 15 (18.5%) | 1 (1.2%) | 2.049 | 0.705 |
| **NCATE: 1; 3**<br>**InTASC: 8 (f) (P)**<br>**Instructional Strategies** | 30 | 29 (31.5%) | 46 (50.0%) | 15 (16.3%) | 2 (2.2%) | 2.109 | 0.748 |

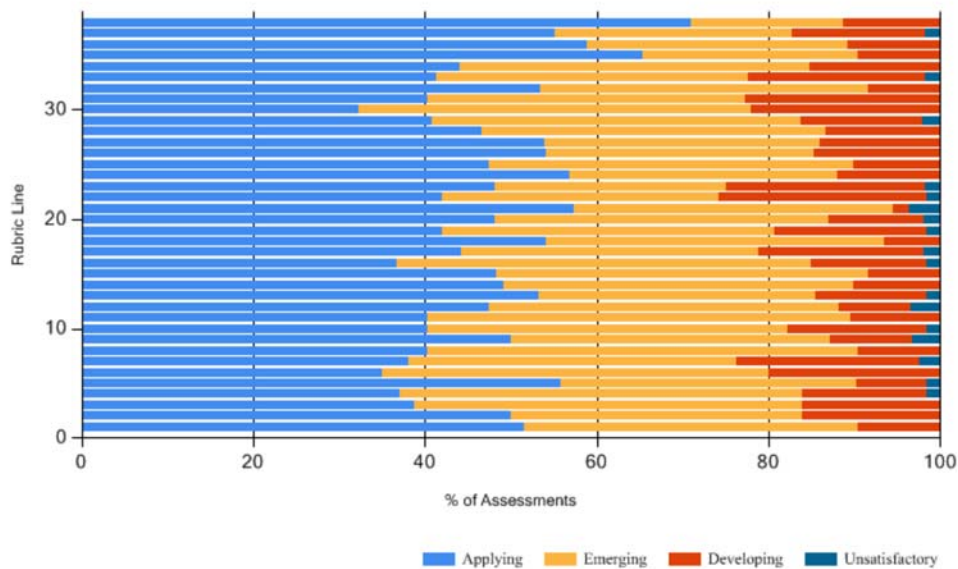| 13/14 Academic Year<br>EDI 331 - Meth/Strategies of Sec Tchng<br>Practicum Performance Evaluation (active from W14 to present)<br>Assessments by Instructor<br>(N = 104) | | | | | | | |
|---|---|---|---|---|---|---|---|
| Rubric Line Description | Rubric Line # | Applying (3) | Emerging (2) | Developing (1) | Unsatisfactory (0) | Mean | Sample Std. Dev. |
| Candidate engages all learners in developing higher order questioning skills and metacognitive processes.<br><br>**PSMT: 2; 3; 4** | | | | | | | |
| **NCATE: 1; 3**<br>**InTASC: 8 (g) (P)**<br>**Instructional Strategies**<br><br>Candidate engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.<br><br>**PSMT: 2; 3; 4** | 31 | 23 (28.4%) | 42 (51.9%) | 16 (19.8%) | 0 (0.0%) | 2.086 | 0.693 |
| **NCATE: 1; 3**<br>**InTASC: 8 (h) (P)**<br>**Instructional Strategies**<br><br>Candidate uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.<br><br>**PSMT: 2; 3; 4** | 32 | 42 (46.2%) | 43 (47.3%) | 5 (5.5%) | 1 (1.1%) | 2.385 | 0.646 |
| **NCATE: 1; 3**<br>**InTASC: 8 (j) (EK)**<br>**Instructional Strategies**<br><br>Candidate understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.<br><br>**PSMT: 2; 3; 4** | 33 | 35 (39.8%) | 44 (50.0%) | 8 (9.1%) | 1 (1.1%) | 2.284 | 0.677 |
| **NCATE: 1; 3**<br>**InTASC: 8 (o) (EK)**<br>**Instructional Strategies**<br><br>Candidate understands how content and skill | 34 | 27 (33.3%) | 48 (59.3%) | 5 (6.2%) | 1 (1.2%) | 2.247 | 0.623 |

| | 13/14 Academic Year<br>EDI 331 - Meth/Strategies of Sec Tchng<br>Practicum Performance Evaluation (active from W14 to present)<br>Assessments by Instructor<br>(N = 104) | | | | | | |
|---|---|---|---|---|---|---|---|
| **Rubric Line Description** | **Rubric Line #** | **Applying (3)** | **Emerging (2)** | **Developing (1)** | **Unsatisfactory (0)** | **Mean** | **Sample Std. Dev.** |
| development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.<br><br>**PSMT: 2; 3; 4** | | | | | | | |
| **NCATE: 1; 3; 4**<br>**InTASC: 9 (e) (P)**<br>**Professional Learning and Ethical Practice**<br><br>Candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.<br><br>**PSMT: 2; 3; 4; 5** | 35 | 37 (44.6%) | 37 (44.6%) | 9 (10.8%) | 0 (0.0%) | 2.337 | 0.668 |
| **NCATE: 1; 3; 4**<br>**InTASC: 9 (k) (EK)**<br>**Professional Learning and Ethical Practice**<br><br>Candidate knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.<br><br>**PSMT: 2; 3; 4; 5** | 36 | 41 (49.4%) | 38 (45.8%) | 4 (4.8%) | 0 (0.0%) | 2.446 | 0.590 |
| **NCATE: 1; 3**<br>**InTASC: 10 (a) (P)**<br>**Leadership and Collaboration**<br><br>Candidate takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing | 37 | 44 (57.1%) | 29 (37.7%) | 3 (3.9%) | 1 (1.3%) | 2.506 | 0.641 |

| 13/14 Academic Year EDI 331 - Meth/Strategies of Sec Tchng Practicum Performance Evaluation (active from W14 to present) Assessments by Instructor (N = 104) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Rubric Line Description** | **Rubric Line #** | **Applying (3)** | **Emerging (2)** | **Developing (1)** | **Unsatisfactory (0)** | **Mean** | **Sample Std. Dev.** |
| responsibility for decision making and accountability for each student's learning. **PSMT: 5; 6** | | | | | | | |
| **NCATE: 1; 3 InTASC: 10 (t) (CD) Leadership and Collaboration** Candidate embraces the challenge of continuous improvement and change. **PSMT: 5; 6** | 38 | 77 (74.8%) | 22 (21.4%) | 4 (3.9%) | 0 (0.0%) | 2.709 | 0.536 |

## 13/14 Academic Year
## EDI 331 - Meth/Strategies of Sec Tchng
## Practicum Performance Evaluation (active from W14 to present)
## Assessments by Cooperating Teacher



Applying    Emerging    Developing    Unsatisfactory

| 13/14 Academic Year EDI 331 - Meth/Strategies of Sec Tchng Practicum Performance Evaluation (active from W14 to present) Assessments by Cooperating Teacher (N = 62) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Rubric Line Description** | **Rubric Line #** | **Applying (3)** | **Emerging (2)** | **Developing (1)** | **Unsatisfactory (0)** | **Mean** | **Sample Std. Dev.** |
| **NCATE: 1; 3 InTASC: 1(b) (P)** | 1 | 32 (51.6%) | 24 (38.7%) | 6 (9.7%) | 0 (0.0%) | 2.419 | 0.666 |

| 13/14 Academic Year<br>EDI 331 - Meth/Strategies of Sec Tchng<br>Practicum Performance Evaluation (active from W14 to present)<br>Assessments by Cooperating Teacher<br>(N = 62) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Rubric Line Description** | **Rubric Line #** | **Applying (3)** | **Emerging (2)** | **Developing (1)** | **Unsatisfactory (0)** | **Mean** | **Sample Std. Dev.** |
| **Learner Development**<br><br>Candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning.<br><br>**PSMT: 1; 2** | | | | | | | |
| **NCATE: 1; 3**<br>**InTASC: 1(g) (EK)**<br>**Learner Development**<br><br>Candidate understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.<br><br>**PSMT:** | 2 | 31<br>(50.0%) | 21<br>(33.9%) | 10<br>(16.1%) | 0<br>(0.0%) | 2.339 | 0.745 |
| **NCATE: 1; 3**<br>**InTASC: 2(a) (P)**<br>**Learning Differences**<br><br>Candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.<br><br>**PSMT: 1; 2** | 3 | 24<br>(38.7%) | 28<br>(45.2%) | 10<br>(16.1%) | 0<br>(0.0%) | 2.226 | 0.711 |
| **NCATE: 1; 3**<br>**InTASC: 2(b) (P)**<br>**Learning Differences**<br><br>Candidate makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs. | 4 | 23<br>(37.1%) | 29<br>(46.8%) | 9<br>(14.5%) | 1<br>(1.6%) | 2.194 | 0.743 |

| 13/14 Academic Year<br>EDI 331 - Meth/Strategies of Sec Tchng<br>Practicum Performance Evaluation (active from W14 to present)<br>Assessments by Cooperating Teacher<br>(N = 62) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Rubric Line Description** | **Rubric Line #** | **Applying (3)** | **Emerging (2)** | **Developing (1)** | **Unsatisfactory (0)** | **Mean** | **Sample Std. Dev.** |
| **PSMT: 1; 2** | | | | | | | |
| **NCATE:  1; 3**<br>**InTASC:  2(d)  (P)**<br>**Learning Differences**<br><br>Candidate brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.<br><br>**PSMT: 1; 2** | 5 | 34<br>(55.7%) | 21<br>(34.4%) | 5<br>(8.2%) | 1<br>(1.6%) | 2.443 | 0.719 |
| **NCATE: 1; 2**<br>**InTASC:  2(i)  (EK)**<br>**Learning Differences**<br><br>Candidate knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.<br><br>**PSMT: 1 ; 2** | 6 | 14<br>(35.0%) | 18<br>(45.0%) | 8<br>(20.0%) | 0<br>(0.0%) | 2.150 | 0.736 |
| **NCATE: 1; 2**<br>**InTASC:  2(i)  (EK)**<br>**Learning Differences**<br><br>Candidate knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.<br><br>**PSMT: 1 ; 2** | 7 | 16<br>(38.1%) | 16<br>(38.1%) | 9<br>(21.4%) | 1<br>(2.4%) | 2.119 | 0.832 |
| **NCATE: 1; 3**<br>**InTASC: 3 (b) (P)**<br>**Learning Environments**<br><br>Candidate develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally. | 8 | 25<br>(40.3%) | 31<br>(50.0%) | 6<br>(9.7%) | 0<br>(0.0%) | 2.306 | 0.642 |

| 13/14 Academic Year EDI 331 - Meth/Strategies of Sec Tchng Practicum Performance Evaluation (active from W14 to present) Assessments by Cooperating Teacher (N = 62) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Rubric Line Description** | **Rubric Line #** | **Applying (3)** | **Emerging (2)** | **Developing (1)** | **Unsatisfactory (0)** | **Mean** | **Sample Std. Dev.** |
| **PSMT: 1; 2** | | | | | | | |
| **NCATE: 1; 3** **InTASC: 3 (c) (P)** **Learning Environments** Candidate collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. **PSMT: 1; 2** | 9 | 31 (50.0%) | 23 (37.1%) | 6 (9.7%) | 2 (3.2%) | 2.339 | 0.788 |
| **NCATE: 1; 3** **InTASC: 3 (d) (P)** **Learning Environments** Candidate manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. **PSMT: 1; 2** | 10 | 25 (40.3%) | 26 (41.9%) | 10 (16.1%) | 1 (1.6%) | 2.210 | 0.771 |
| **NCATE: 1; 3** **InTASC: 3 (g) (P)** **Learning Environments** The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally. **PSMT : 1; 3** | 11 | 23 (40.4%) | 28 (49.1%) | 6 (10.5%) | 0 (0.0%) | 2.298 | 0.654 |
| **NCATE: 1; 3** **InTASC: 3 (h) (P)** **Learning Environments** The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective | 12 | 28 (47.5%) | 24 (40.7%) | 5 (8.5%) | 2 (3.4%) | 2.322 | 0.776 |

| 13/14 Academic Year<br>EDI 331 - Meth/Strategies of Sec Tchng<br>Practicum Performance Evaluation (active from W14 to present)<br>Assessments by Cooperating Teacher<br>(N = 62) | | | | | | | |
|---|---|---|---|---|---|---|---|
| Rubric Line Description | Rubric Line # | Applying (3) | Emerging (2) | Developing (1) | Unsatisfactory (0) | Mean | Sample Std. Dev. |
| interpersonal communication skills.<br><br>**PSMT: 1; 3** | | | | | | | |
| **NCATE: 1; 3**<br>**InTASC: 3 (i) (EK)**<br>**Learning Environments**<br><br>Candidate understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.<br><br>**PSMT: 2; 3; 4** | 13 | 33<br>(53.2%) | 20<br>(32.3%) | 8<br>(12.9%) | 1<br>(1.6%) | 2.371 | 0.773 |
| **NCATE: 1; 3**<br>**InTASC: 3 (l) (EK)**<br>**Learning Environments**<br><br>Candidate understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.<br><br>**PSMT: 2; 3; 4** | 14 | 29<br>(49.2%) | 24<br>(40.7%) | 6<br>(10.2%) | 0<br>(0.0%) | 2.390 | 0.670 |
| **NCATE: 1; 3**<br>**InTASC: 4 (g) (P)**<br>**Content Knowledge**<br><br>Candidate uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.<br><br>**PSMT: 1; 2; 3** | 15 | 29<br>(48.3%) | 26<br>(43.3%) | 5<br>(8.3%) | 0<br>(0.0%) | 2.400 | 0.643 |
| **NCATE: 1; 3**<br>**InTASC: 4 (k) (EK)**<br>**Content Knowledge**<br><br>Candidate understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual | 16 | 22<br>(36.7%) | 29<br>(48.3%) | 8<br>(13.3%) | 1<br>(1.7%) | 2.200 | 0.732 |

| | | 13/14 Academic Year<br>EDI 331 - Meth/Strategies of Sec Tchng<br>Practicum Performance Evaluation (active from W14 to present)<br>Assessments by Cooperating Teacher<br>(N = 62) | | | | | |
|---|---|---|---|---|---|---|---|
| **Rubric Line Description** | **Rubric Line #** | **Applying (3)** | **Emerging (2)** | **Developing (1)** | **Unsatisfactory (0)** | **Mean** | **Sample Std. Dev.** |
| understanding.<br><br>**PSMT: 1**; **2**; **3** | | | | | | | |
| **NCATE: 1; 3**<br>**InTASC: 5 (a) (P)**<br>**Application of Content**<br><br>Candidate develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).<br><br>**PSMT: 1**; **2**; **3** | 17 | 23<br>(44.2%) | 18<br>(34.6%) | 10<br>(19.2%) | 1<br>(1.9%) | 2.212 | 0.825 |
| **NCATE: 1; 3**<br>**InTASC: 5 (c) (P)**<br>**Application of Content**<br><br>Candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts.<br><br>**PSMT: 1**; **2**; **3** | 18 | 33<br>(54.1%) | 24<br>(39.3%) | 4<br>(6.6%) | 0<br>(0.0%) | 2.475 | 0.622 |
| **NCATE: 1; 3**<br>**InTASC: 5 (d) (P)**<br>**Application of Content**<br><br>Candidate engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.<br><br>**PSMT: 1**; **2**; **3** | 19 | 26<br>(41.9%) | 24<br>(38.7%) | 11<br>(17.7%) | 1<br>(1.6%) | 2.210 | 0.792 |
| **NCATE: 1; 3**<br>**InTASC: 5 (h) (P)**<br>**Application of Content** | 20 | 26<br>(48.1%) | 21<br>(38.9%) | 6<br>(11.1%) | 1<br>(1.9%) | 2.333 | 0.752 |

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| **13/14 Academic Year**<br>**EDI 331 - Meth/Strategies of Sec Tchng**<br>**Practicum Performance Evaluation (active from W14 to present)**<br>**Assessments by Cooperating Teacher**<br>**(N = 62)** | | | | | | | |
| **Rubric Line Description** | **Rubric Line #** | **Applying (3)** | **Emerging (2)** | **Developing (1)** | **Unsatisfactory (0)** | **Mean** | **Sample Std. Dev.** |
| Candidate develops and implements supports for learner literacy development across content areas.<br><br>**PSMT: 1; 2; 3** | | | | | | | |
| **NCATE: 1; 3**<br>**InTASC: 5 (k) (EK)**<br>**Application of Content**<br><br>Candidate understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.<br><br>**PSMT: 1; 2; 3** | 21 | 31 (57.4%) | 20 (37.0%) | 1 (1.9%) | 2 (3.7%) | 2.481 | 0.720 |
| **NCATE: 1; 3**<br>**InTASC: 5 (m) (EK)**<br>**Application of Content**<br><br>Candidate understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.<br><br>**PSMT: 1; 2; 3** | 22 | 26 (41.9%) | 20 (32.3%) | 15 (24.2%) | 1 (1.6%) | 2.145 | 0.846 |
| **NCATE:1; 3**<br>**InTASC: 6 (g) (P)**<br>**Assessment**<br><br>Candidate effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.<br><br>**PSMT: 2; 3; 4** | 23 | 27 (48.2%) | 15 (26.8%) | 13 (23.2%) | 1 (1.8%) | 2.214 | 0.868 |
| **NCATE:1; 3**<br>**InTASC: 6 (l) (P)**<br>**Assessment**<br><br>Candidate understands the differences between formative and summative | 24 | 33 (56.9%) | 18 (31.0%) | 7 (12.1%) | 0 (0.0%) | 2.448 | 0.705 |

| 13/14 Academic Year EDI 331 - Meth/Strategies of Sec Tchng Practicum Performance Evaluation (active from W14 to present) Assessments by Cooperating Teacher (N = 62) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Rubric Line Description** | **Rubric Line #** | **Applying (3)** | **Emerging (2)** | **Developing (1)** | **Unsatisfactory (0)** | **Mean** | **Sample Std. Dev.** |
| applications of assessment and knows how and when to use each.<br><br>**PSMT: 2; 3; 4** | | | | | | | |
| **NCATE: 1; 3; 4**<br>**InTASC: 7 (i)  (EK)**<br>**Planning for Instruction**<br><br>Candidate understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.<br><br>**PSMT: 2; 3; 4** | 25 | 28 (47.5%) | 25 (42.4%) | 6 (10.2%) | 0 (0.0%) | 2.373 | 0.667 |
| **NCATE: 1; 3; 4**<br>**InTASC: 7 (l)  (EK)**<br>**Planning for Instruction**<br><br>Candidate knows when and how to adjust plans based on assessment information and learner responses.<br><br>**PSMT: 2; 3; 4; 7** | 26 | 33 (54.1%) | 19 (31.1%) | 9 (14.8%) | 0 (0.0%) | 2.393 | 0.737 |
| **NCATE: 1; 3; 4**<br>**InTASC: 7 (m)  (EK)**<br>**Planning for Instruction**<br><br>Candidate knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).<br><br>**PSMT: 2; 3; 4; 7** | 27 | 27 (54.0%) | 16 (32.0%) | 7 (14.0%) | 0 (0.0%) | 2.400 | 0.728 |
| **NCATE: 1; 3**<br>**InTASC: 8 (b) (P)**<br>**Instructional Strategies**<br><br>Candidate continuously monitors student learning, engages learners in assessing their progress, and adjusts | 28 | 28 (46.7%) | 24 (40.0%) | 8 (13.3%) | 0 (0.0%) | 2.333 | 0.705 |

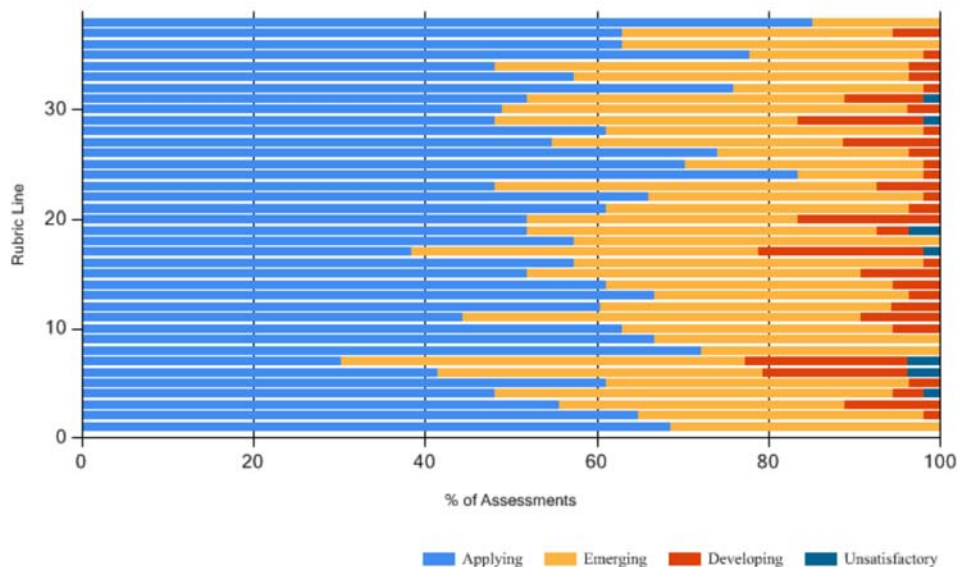| 13/14 Academic Year<br>EDI 331 - Meth/Strategies of Sec Tchng<br>Practicum Performance Evaluation (active from W14 to present)<br>Assessments by Cooperating Teacher<br>(N = 62) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Rubric Line Description** | **Rubric Line #** | **Applying (3)** | **Emerging (2)** | **Developing (1)** | **Unsatisfactory (0)** | **Mean** | **Sample Std. Dev.** |
| instruction in response to student learning needs.<br><br>**PSMT: 2; 3; 4** | | | | | | | |
| **NCATE: 1; 3**<br>**InTASC: 8 (c) (P)**<br>**Instructional Strategies**<br><br>Candidate collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.<br><br>**PSMT: 2; 3; 4** | 29 | 20<br>(40.8%) | 21<br>(42.9%) | 7<br>(14.3%) | 1<br>(2.0%) | 2.224 | 0.771 |
| **NCATE: 1; 3**<br>**InTASC: 8 (f) (P)**<br>**Instructional Strategies**<br><br>Candidate engages all learners in developing higher order questioning skills and metacognitive processes.<br><br>**PSMT: 2; 3; 4** | 30 | 19<br>(32.2%) | 27<br>(45.8%) | 13<br>(22.0%) | 0<br>(0.0%) | 2.102 | 0.736 |
| **NCATE: 1; 3**<br>**InTASC: 8 (g) (P)**<br>**Instructional Strategies**<br><br>Candidate engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.<br><br>**PSMT: 2; 3; 4** | 31 | 23<br>(40.4%) | 21<br>(36.8%) | 13<br>(22.8%) | 0<br>(0.0%) | 2.175 | 0.782 |
| **NCATE: 1; 3**<br>**InTASC: 8 (h) (P)**<br>**Instructional Strategies**<br><br>Candidate uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes. | 32 | 32<br>(53.3%) | 23<br>(38.3%) | 5<br>(8.3%) | 0<br>(0.0%) | 2.450 | 0.649 |

| 13/14 Academic Year<br>EDI 331 - Meth/Strategies of Sec Tchng<br>Practicum Performance Evaluation (active from W14 to present)<br>Assessments by Cooperating Teacher<br>(N = 62) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Rubric Line Description** | **Rubric Line #** | **Applying (3)** | **Emerging (2)** | **Developing (1)** | **Unsatisfactory (0)** | **Mean** | **Sample Std. Dev.** |
| **PSMT: 2; 3; 4** | | | | | | | |
| **NCATE: 1; 3**<br>**InTASC: 8 (j) (EK)**<br>**Instructional Strategies**<br><br>Candidate understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.<br><br>**PSMT: 2; 3; 4** | 33 | 24 (41.4%) | 21 (36.2%) | 12 (20.7%) | 1 (1.7%) | 2.172 | 0.819 |
| **NCATE: 1; 3**<br>**InTASC: 8 (o) (EK)**<br>**Instructional Strategies**<br><br>Candidate understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.<br><br>**PSMT: 2; 3; 4** | 34 | 26 (44.1%) | 24 (40.7%) | 9 (15.3%) | 0 (0.0%) | 2.288 | 0.720 |
| **NCATE: 1; 3; 4**<br>**InTASC: 9 (e) (P)**<br>**Professional Learning and Ethical Practice**<br><br>Candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.<br><br>**PSMT: 2; 3; 4; 5** | 35 | 34 (65.4%) | 13 (25.0%) | 5 (9.6%) | 0 (0.0%) | 2.558 | 0.669 |
| **NCATE: 1; 3; 4**<br>**InTASC: 9 (k) (EK)**<br>**Professional Learning and Ethical Practice** | 36 | 33 (58.9%) | 17 (30.4%) | 6 (10.7%) | 0 (0.0%) | 2.482 | 0.687 |

| | 13/14 Academic Year<br>EDI 331 - Meth/Strategies of Sec Tchng<br>Practicum Performance Evaluation (active from W14 to present)<br>Assessments by Cooperating Teacher<br>(N = 62) | | | | | | |
|---|---|---|---|---|---|---|---|
| **Rubric Line Description** | Rubric Line # | Applying (3) | Emerging (2) | Developing (1) | Unsatisfactory (0) | Mean | Sample Std. Dev. |
| Candidate knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.<br><br>**PSMT: 2; 3; 4; 5** | | | | | | | |
| **NCATE: 1; 3**<br>**InTASC: 10 (a) (P)**<br>**Leadership and Collaboration**<br><br>Candidate takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.<br><br>**PSMT: 5; 6** | 37 | 32<br>(55.2%) | 16<br>(27.6%) | 9<br>(15.5%) | 1<br>(1.7%) | 2.362 | 0.810 |
| **NCATE: 1; 3**<br>**InTASC: 10 (t) (CD)**<br>**Leadership and Collaboration**<br><br>Candidate embraces the challenge of continuous improvement and change.<br><br>**PSMT: 5; 6** | 38 | 44<br>(71.0%) | 11<br>(17.7%) | 7<br>(11.3%) | 0<br>(0.0%) | 2.597 | 0.689 |

# 13/14 Academic Year
## EDI 331 - Meth/Strategies of Sec Tchng
### Practicum Performance Evaluation (active from W14 to present)
### Assessments by Candidate



| | Applying | Emerging | Developing | Unsatisfactory |

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**13/14 Academic Year**
**EDI 331 - Meth/Strategies of Sec Tchng**
**Practicum Performance Evaluation (active from W14 to present)**
**Assessments by Candidate**
**(N = 54)**

| Rubric Line Description | Rubric Line # | Applying (3) | Emerging (2) | Developing (1) | Unsatisfactory (0) | Mean | Sample Std. Dev. |
|---|---|---|---|---|---|---|---|
| **NCATE: 1; 3**<br>**InTASC: 1(b) (P)**<br>**Learner Development**<br><br>Candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning.<br><br>**PSMT: 1; 2** | 1 | 37 (68.5%) | 17 (31.5%) | 0 (0.0%) | 0 (0.0%) | 2.685 | 0.469 |
| **NCATE: 1; 3**<br>**InTASC: 1(g) (EK)**<br>**Learner Development**<br><br>Candidate understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.<br><br>**PSMT:** | 2 | 35 (64.8%) | 18 (33.3%) | 1 (1.9%) | 0 (0.0%) | 2.630 | 0.525 |