

## Appendix D

# Data Dive

September 21, 2018

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### About the Data

Data was collected for all students in the data collection courses for both Winter 2018 and Spring/Summer 2018. However, the data being reported in this document is only data on Initial Certification program students who were in one of the data collection courses during Winter 2018 and/or Spring/Summer 2018 for the Case Study and Lesson Plan assessments.

Students in the Initial Certification program are defined as those whose program is Master of Arts in Teaching (MAT), Bachelor of Arts in Education - Level 2, Bachelor of Science in Education – Level 2, and Post-Bachelor Teaching Certificate students.

The data collection points were:

#### Winter 2018

Case Study Block 1 was collected from the following courses:

- BBE 5000 sections 001, 002, 003, and 004

Case Study Block 3 was collected from the following courses:

- HE 6430 section 001
- KIN 5780 section 001
- MED 4560 sections 001 and 002
- TED 5150 sections 001 and 981
- TED 5650 section 001

Lesson Plan Block 1 was collected from the following courses:

- MED 3510 section 001
- TED 6020 sections 001, 002, 004, and 005

Lesson Plan Block 2 was collect from the following courses:

- AED 5100 section 001
- ELE 6500 section 001
- HE 6430 section 001
- KIN 5240 section 001
- LED 6520 section 981
- MED 4560 sections 001 and 002
- SSE 6710 section 001

Lesson Plan Block 3 was collect from the following courses:

- TED 5780 sections 001, 002, 003, and 982
- TED 5790 sections 001, 002, 003, and 004

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Spring/Summer 2018

Case Study Block 1 was collected from the following courses:

- BBE 5000 sections 001 and 002

Lesson Plan Block 1 was collected from the following courses:

- TED 6020 sections 001

Lesson Plan Block 2 was collect from the following courses:

- ELE 6500 section 001 and 003

Lesson Plan Block 3 was collect from the following courses:

- TED 5780 section 002

Responses for each student were recorded unless the response was “Not Expected and Not Observed”. For example, a student in a Case Study Block 3 course, where the rubric contains 17 assessments, will have 17 responses counted; maybe ten 2’s and seven 3’s. This is why the overall numbers may seem large.

To determine the percent with a target score, it was assumed that those students in a course where data was collected for Block 1 are very novice and should be considered on target in terms of their progress if they received a 1, 2, 3 or 4 for each assessment in the rubric. The assumption for Block 2 was students must receive a 2, 3 or 4 to be considered on target. And, for Block 3, the assumption was students must receive a 3 or 4 to be considered on target.

For Case Study Block 1, Winter 2018, there were 23 initial certification students whose scores were collected. There is only one assessment on the rubric so there is only one response for each student; two received a 0, four received a 1, 15 received a 2 and two received a 4. 21 scores are counted as on target; 21 divided by 23 is 91.3%, the percentage of Block 1 students on target.

The data presented in the document with Winter 2018 followed by Spring/Summer 2018 for all initial certification students, which is followed by data that is broken down for Elementary, for Secondary and for Special Education. Please note that on the Elementary, Secondary and Special Education data sheets, the areas labeled All Levels and By Level are for all initial certification students and are a repeat of what appears on the Initial Certification data sheet for that semester.

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## Case Study Rubrics for Initial Certification Students

Winter 2018

		Score 0	Score 1	Score 2	Score 3	Score 4	N	Percent with Score 0	Percent with Score 1	Percent with Score 2	Percent with Score 3	Percent with Score 4	Percent with Target Score	Explanation of Target Score
<b>By Assessment</b>														
Case Study Block 1	All Levels	2	4	15	0	2	23	8.7%	17.4%	65.2%	0.0%	8.7%	91.3%	Received a Score of 1, 2, 3, or 4
Case Study Block 3	All Levels	0	55	291	426	79	50	0.0%	6.5%	34.2%	50.1%	9.3%	59.3%	Received a Score of 3 or 4

By Assessment	By Level	Score 0	Score 1	Score 2	Score 3	Score 4	N	Percent with Score 0	Percent with Score 1	Percent with Score 2	Percent with Score 3	Percent with Score 4	Percent with Target Score	Explanation of Target Score
Case Study Block 1	Elementary	0	3	5	0	0	8	0.0%	37.5%	62.5%	0.0%	0.0%	100.0%	Received a Score of 1, 2, 3, or 4
Case Study Block 3	Elementary	0	22	95	194	13	19	0.0%	6.8%	29.3%	59.9%	4.0%	63.9%	Received a Score of 3 or 4
Case Study Block 1	Secondary Education	2	1	9	0	2	14	14.3%	7.1%	64.3%	0.0%	14.3%	85.7%	Received a Score of 1, 2, 3, or 4
Case Study Block 3	Secondary Education	0	33	148	146	64	23	0.0%	8.4%	37.9%	37.3%	16.4%	53.7%	Received a Score of 3 or 4
Case Study Block 1	Special Education	0	0	1	0	0	1	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	Received a Score of 1, 2, 3, or 4
Case Study Block 3	Special Education	0	0	48	86	2	8	0.0%	0.0%	35.3%	63.2%	1.5%	64.7%	Received a Score of 3 or 4

By Assessment	All Levels by Question Description	Score 0	Score 1	Score 2	Score 3	Score 4	N	Percent with Score 0	Percent with Score 1	Percent with Score 2	Percent with Score 3	Percent with Score 4	Percent with Target Score	Explanation of Target Score
Case Study Block 1	Understanding Student Learning	2	4	15	0	2		8.7%	17.4%	65.2%	0.0%	8.7%	91.3%	Received a Score of 1, 2, 3, or 4
Case Study Block 3	Understanding Student Learning	0	3	21	22	5		0.0%	5.9%	41.2%	43.1%	9.8%	52.9%	Received a Score of 3 or 4
Case Study Block 3	Intervention Outcomes	0	4	28	15	4		0.0%	7.8%	54.9%	29.4%	7.8%	37.3%	Received a Score of 3 or 4
Case Study Block 3	Outcome Statements	0	3	28	16	4		0.0%	5.9%	54.9%	31.4%	7.8%	39.2%	Received a Score of 3 or 4
Case Study Block 3	Outcomes reflect Learning Level	0	5	15	25	6		0.0%	9.8%	29.4%	49.0%	11.8%	60.8%	Received a Score of 3 or 4
Case Study Block 3	Outcomes Differentiated	0	3	26	22	0		0.0%	5.9%	51.0%	43.1%	0.0%	43.1%	Received a Score of 3 or 4
Case Study Block 3	Intervention Sequence	0	3	9	33	6		0.0%	5.9%	17.6%	64.7%	11.8%	76.5%	Received a Score of 3 or 4
Case Study Block 3	Intervention Alignment	0	2	17	25	7		0.0%	3.9%	33.3%	49.0%	13.7%	62.7%	Received a Score of 3 or 4
Case Study Block 3	Intervention Cognitive Challenge	0	2	29	14	6		0.0%	3.9%	56.9%	27.5%	11.8%	39.2%	Received a Score of 3 or 4
Case Study Block 3	Activity Differentiation	0	9	23	19	0		0.0%	17.6%	45.1%	37.3%	0.0%	37.3%	Received a Score of 3 or 4
Case Study Block 3	Use of Formative Assessment	0	10	16	16	5		0.0%	21.3%	34.0%	34.0%	10.6%	44.7%	Received a Score of 3 or 4
Case Study Block 3	Safe Environment	0	1	7	33	6		0.0%	2.1%	14.9%	70.2%	12.8%	83.0%	Received a Score of 3 or 4
Case Study Block 3	Technology	0	2	17	28	0		0.0%	4.3%	36.2%	59.6%	0.0%	59.6%	Received a Score of 3 or 4
Case Study Block 3	Physical Resources	0	3	8	28	8		0.0%	6.4%	17.0%	59.6%	17.0%	76.6%	Received a Score of 3 or 4
Case Study Block 3	Candidate Assessment of Intervention	0	2	19	25	5		0.0%	3.9%	37.3%	49.0%	9.8%	58.8%	Received a Score of 3 or 4
Case Study Block 3	Lesson Improvement	0	2	16	27	6		0.0%	3.9%	31.4%	52.9%	11.8%	64.7%	Received a Score of 3 or 4
Case Study Block 3	Candidate Standards	0	0	12	32	7		0.0%	0.0%	23.5%	62.7%	13.7%	76.5%	Received a Score of 3 or 4
Case Study Block 3	Serving Students	0	1	0	46	4		0.0%	2.0%	0.0%	90.2%	7.8%	98.0%	Received a Score of 3 or 4

By Assessment	Program (Determined by Major and/or Concentration)	Score 0	Score 1	Score 2	Score 3	Score 4	N	Percent with Score 0	Percent with Score 1	Percent with Score 2	Percent with Score 3	Percent with Score 4	Percent with Target Score	Explanation of Target Score
Case Study Block 1	Art	2	0	0	0	2	4	50.0%	0.0%	0.0%	0.0%	50.0%	50.0%	Received a Score of 1, 2, 3, or 4
Case Study Block 1	BBE, ESL & World Languages	0	0	1	0	0	1	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	Received a Score of 1, 2, 3, or 4
Case Study Block 3	BBE, ESL & World Languages	0	0	14	20	0	2	0.0%	0.0%	41.2%	58.8%	0.0%	58.8%	Received a Score of 3 or 4
Case Study Block 1	Early Childhood	0	0	1	0	0	1	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	Received a Score of 1, 2, 3, or 4
Case Study Block 3	Early Childhood	0	0	13	38	0	3	0.0%	0.0%	25.5%	74.5%	0.0%	74.5%	Received a Score of 3 or 4
Case Study Block 1	Elementary	0	0	2	0	0	2	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	Received a Score of 1, 2, 3, or 4
Case Study Block 3	Elementary	0	6	23	63	11	6	0.0%	5.8%	22.3%	61.2%	10.7%	71.8%	Received a Score of 3 or 4
Case Study Block 1	English & Language Arts	0	0	3	0	0	3	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	Received a Score of 1, 2, 3, or 4

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## Case Study Rubrics for Initial Certification Students

Winter 2018

		Score 0	Score 1	Score 2	Score 3	Score 4	N	Percent with Score 0	Percent with Score 1	Percent with Score 2	Percent with Score 3	Percent with Score 4	Percent with Target Score	Explanation of Target Score
Case Study Block 3	Health & Phys Ed	0	0	20	39	43	6	0.0%	0.0%	19.6%	38.2%	42.2%	80.4%	Received a Score of 3 or 4
Case Study Block 1	Math	0	3	0	0	0	3	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	Received a Score of 1, 2, 3, or 4
Case Study Block 3	Math	0	9	68	40	2	7	0.0%	7.6%	57.1%	33.6%	1.7%	35.3%	Received a Score of 3 or 4
Case Study Block 3	Music	0	0	14	47	7	4	0.0%	0.0%	20.6%	69.1%	10.3%	79.4%	Received a Score of 3 or 4
Case Study Block 1	Science	0	1	2	0	0	3	0.0%	33.3%	66.7%	0.0%	0.0%	100.0%	Received a Score of 1, 2, 3, or 4
Case Study Block 3	Science	0	27	9	15	0	3	0.0%	52.9%	17.6%	29.4%	0.0%	29.4%	Received a Score of 3 or 4
Case Study Block 1	Social Studies	0	0	3	0	0	3	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	Received a Score of 1, 2, 3, or 4
Case Study Block 3	Social Studies	0	7	63	52	14	8	0.0%	5.1%	46.3%	38.2%	10.3%	48.5%	Received a Score of 3 or 4
Case Study Block 1	Special Education	0	0	1	0	0	1	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	Received a Score of 1, 2, 3, or 4
Case Study Block 3	Special Education	0	0	58	93	2	9	0.0%	0.0%	37.9%	60.8%	1.3%	62.1%	Received a Score of 3 or 4
Case Study Block 1	Undecided	0	0	2	0	0	2	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	Received a Score of 1, 2, 3, or 4
Case Study Block 3	Undecided	0	6	9	19	0	2	0.0%	17.6%	26.5%	55.9%	0.0%	55.9%	Received a Score of 3 or 4













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## Case Study Rubrics for Secondary Education Initial Certification Students

Winter 2018

		Score 0	Score 1	Score 2	Score 3	Score 4	N	Percent with Score 0	Percent with Score 1	Percent with Score 2	Percent with Score 3	Percent with Score 4	Percent with Target Score	Explanation of Target Score
Case Study Block 1	Science	0	0	2	0	0	2	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	Received a Score of 1, 2, 3, or 4
Case Study Block 3	Science	0	11	5	1	0	1	0.0%	64.7%	29.4%	5.9%	0.0%	5.9%	Received a Score of 3 or 4
Case Study Block 1	Social Studies	0	0	2	0	0	2	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	Received a Score of 1, 2, 3, or 4
Case Study Block 3	Social Studies	0	7	42	22	14	5	0.0%	8.2%	49.4%	25.9%	16.5%	42.4%	Received a Score of 3 or 4
Case Study Block 1	Undecided	0	0	2	0	0	2	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	Received a Score of 1, 2, 3, or 4
Case Study Block 3	Undecided	0	6	9	19	0	2	0.0%	17.6%	26.5%	55.9%	0.0%	55.9%	Received a Score of 3 or 4

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## Case Study Rubrics for Secondary Education Initial Certification Students

Spring/Summer 2018

		Score 0	Score 1	Score 2	Score 3	Score 4	N	Percent with Score 0	Percent with Score 1	Percent with Score 2	Percent with Score 3	Percent with Score 4	Percent with Target Score	Explanation of Target Score
<b>By Assessment</b>														
Case Study Block 1	All Levels	1	8	8	1	0	18	5.6%	44.4%	44.4%	5.6%	0.0%	94.4%	Received a Score of 1, 2, 3, or 4

By Assessment	By Level	Score 0	Score 1	Score 2	Score 3	Score 4	N	Percent with Score 0	Percent with Score 1	Percent with Score 2	Percent with Score 3	Percent with Score 4	Percent with Target Score	Explanation of Target Score
Case Study Block 1	Elementary	1	5	4	1	0	11	9.1%	45.5%	36.4%	9.1%	0.0%	90.9%	Received a Score of 1, 2, 3, or 4
Case Study Block 1	Secondary Education	0	3	4	0	0	7	0.0%	42.9%	57.1%	0.0%	0.0%	100.0%	Received a Score of 1, 2, 3, or 4

By Assessment	Secondary Education Level Data by Question Description	Score 0	Score 1	Score 2	Score 3	Score 4	N	Percent with Score 0	Percent with Score 1	Percent with Score 2	Percent with Score 3	Percent with Score 4	Percent with Target Score	Explanation of Target Score
Case Study Block 1	Understanding Student Learning	0	3	4	0	0	7	0.0%	42.9%	57.1%	0.0%	0.0%	100.0%	Received a Score of 1, 2, 3, or 4

By Assessment	Secondary Education by Program (Determined by Major and/or Concentration)	Score 0	Score 1	Score 2	Score 3	Score 4	N	Percent with Score 0	Percent with Score 1	Percent with Score 2	Percent with Score 3	Percent with Score 4	Percent with Target Score	Explanation of Target Score
Case Study Block1	English & Language Arts	0	0	1	0	0	1	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	Received a Score of 1, 2, 3, or 4
Case Study Block1	Math	0	1	0	0	0	1	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	Received a Score of 1, 2, 3, or 4
Case Study Block1	Science	0	0	1	0	0	1	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	Received a Score of 1, 2, 3, or 4
Case Study Block1	Social Studies	0	2	0	0	0	2	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	Received a Score of 1, 2, 3, or 4
Case Study Block1	Undecided	0	0	2	0	0	2	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	Received a Score of 1, 2, 3, or 4

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## Case Study Rubrics for Special Education Initial Certification Students

Winter 2018

		Score 0	Score 1	Score 2	Score 3	Score 4	N	Percent with Score 0	Percent with Score 1	Percent with Score 2	Percent with Score 3	Percent with Score 4	Percent with Target Score	Explanation of Target Score
<b>By Assessment</b>														
Case Study Block 1	All Levels	2	4	15	0	2	23	8.7%	17.4%	65.2%	0.0%	8.7%	91.3%	Received a Score of 1, 2, 3, or 4
Case Study Block 3	All Levels	0	55	291	426	79	50	0.0%	6.5%	34.2%	50.1%	9.3%	59.3%	Received a Score of 3 or 4

By Assessment	By Level	Score 0	Score 1	Score 2	Score 3	Score 4	N	Percent with Score 0	Percent with Score 1	Percent with Score 2	Percent with Score 3	Percent with Score 4	Percent with Target Score	Explanation of Target Score
Case Study Block 1	Elementary	0	3	5	0	0	8	0.0%	37.5%	62.5%	0.0%	0.0%	100.0%	Received a Score of 1, 2, 3, or 4
Case Study Block 3	Elementary	0	22	95	194	13	19	0.0%	6.8%	29.3%	59.9%	4.0%	63.9%	Received a Score of 3 or 4
Case Study Block 1	Secondary Education	2	1	9	0	2	14	14.3%	7.1%	64.3%	0.0%	14.3%	85.7%	Received a Score of 1, 2, 3, or 4
Case Study Block 3	Secondary Education	0	33	148	146	64	23	0.0%	8.4%	37.9%	37.3%	16.4%	53.7%	Received a Score of 3 or 4
Case Study Block 1	Special Education	0	0	1	0	0	1	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	Received a Score of 1, 2, 3, or 4
Case Study Block 3	Special Education	0	0	48	86	2	8	0.0%	0.0%	35.3%	63.2%	1.5%	64.7%	Received a Score of 3 or 4

By Assessment	Special Education Level Data by Question Description	Score 0	Score 1	Score 2	Score 3	Score 4	N	Percent with Score 0	Percent with Score 1	Percent with Score 2	Percent with Score 3	Percent with Score 4	Percent with Target Score	Explanation of Target Score
Case Study Block 1	Understanding Student Learning	0	0	1	0	0		0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	Received a Score of 1, 2, 3, or 4
Case Study Block 3	Understanding Student Learning	0	0	5	3	0		0.0%	0.0%	62.5%	37.5%	0.0%	37.5%	Received a Score of 3 or 4
Case Study Block 3	Intervention Outcomes	0	0	6	2	0		0.0%	0.0%	75.0%	25.0%	0.0%	25.0%	Received a Score of 3 or 4
Case Study Block 3	Outcome Statements	0	0	5	3	0		0.0%	0.0%	62.5%	37.5%	0.0%	37.5%	Received a Score of 3 or 4
Case Study Block 3	Outcomes reflect Learning Level	0	0	4	4	0		0.0%	0.0%	50.0%	50.0%	0.0%	50.0%	Received a Score of 3 or 4
Case Study Block 3	Outcomes Differentiated	0	0	3	5	0		0.0%	0.0%	37.5%	62.5%	0.0%	62.5%	Received a Score of 3 or 4
Case Study Block 3	Intervention Sequence	0	0	0	8	0		0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	Received a Score of 3 or 4
Case Study Block 3	Intervention Alignment	0	0	2	4	2		0.0%	0.0%	25.0%	50.0%	25.0%	75.0%	Received a Score of 3 or 4
Case Study Block 3	Intervention Cognitive Challenge	0	0	7	1	0		0.0%	0.0%	87.5%	12.5%	0.0%	12.5%	Received a Score of 3 or 4
Case Study Block 3	Activity Differentiation	0	0	5	3	0		0.0%	0.0%	62.5%	37.5%	0.0%	37.5%	Received a Score of 3 or 4
Case Study Block 3	Use of Formative Assessment	0	0	5	3	0		0.0%	0.0%	62.5%	37.5%	0.0%	37.5%	Received a Score of 3 or 4
Case Study Block 3	Safe Environment	0	0	0	8	0		0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	Received a Score of 3 or 4
Case Study Block 3	Technology	0	0	1	7	0		0.0%	0.0%	12.5%	87.5%	0.0%	87.5%	Received a Score of 3 or 4
Case Study Block 3	Physical Resources	0	0	1	7	0		0.0%	0.0%	12.5%	87.5%	0.0%	87.5%	Received a Score of 3 or 4
Case Study Block 3	Candidate Assessment of Intervention	0	0	3	5	0		0.0%	0.0%	37.5%	62.5%	0.0%	62.5%	Received a Score of 3 or 4
Case Study Block 3	Lesson Improvement	0	0	1	7	0		0.0%	0.0%	12.5%	87.5%	0.0%	87.5%	Received a Score of 3 or 4
Case Study Block 3	Candidate Standards	0	0	0	8	0		0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	Received a Score of 3 or 4
Case Study Block 3	Serving Students	0	0	0	8	0		0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	Received a Score of 3 or 4

# 5.1.15

## Case Study Rubrics for Special Education Initial Certification Students

Spring/Summer 2018

		Score 0	Score 1	Score 2	Score 3	Score 4		Percent with Score 0	Percent with Score 1	Percent with Score 2	Percent with Score 3	Percent with Score 4	Percent with Target Score	Explanation of Target Score
<b>By Assessment</b>														
Case Study Block 1	All Levels	1	8	8	1	0		5.6%	44.4%	44.4%	5.6%	0.0%	94.4%	Received a Score of 1, 2, 3, or 4

By Assessment	By Level													
Case Study Block 1	Elementary	1	5	4	1	0		9.1%	45.5%	36.4%	9.1%	0.0%	90.9%	Received a Score of 1, 2, 3, or 4
Case Study Block 1	Secondary Education	0	3	4	0	0		0.0%	42.9%	57.1%	0.0%	0.0%	100.0%	Received a Score of 1, 2, 3, or 4

By Assessment	Special Education Level Data by Question Description													
Case Study Block 1	Understanding Student Learning	0	0	0	0	0							0.0%	Received a Score of 1, 2, 3, or 4

## Case Study

### 1. InTASC 1, 2, Danielson 1b, CAEP 1.1, 1.2 (Used in Blocks 1 and 3)

#### Short Description - Understanding Student Learning

0 - Expected, but not Observed

1 - The candidate displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, behaviors, and interests and cultural heritages—and does not indicate that such knowledge is valuable.

2 - The candidate displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, behaviors, and interests and cultural heritages, yet may apply this knowledge not to individual student.

3 - The candidate understands the active nature of student learning and attains information about levels of development for the student. The candidate also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, behavior, interests, and cultural heritage.

4 - The candidate understands the active nature of student learning and acquires information about levels of development for the student. The candidate also systematically acquires knowledge from several sources about the student's varied approaches to learning, knowledge and skills, special needs, behaviors, and interests, and cultural heritage.

Not Expected and not Observed

### 2. InTASC 1, Danielson 1c, CAEP 1.1, 1.4 (Used in Block 3)

#### Short Description – Intervention Outcomes

0 - Expected, but not Observed

1 - Setting Instructional Outcomes: Intervention outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning and/or appropriate behavior in the discipline.

2 - Setting Instructional Outcomes: Intervention outcomes represent moderately high expectations and rigor. Some reflect important learning and/or appropriate behavior in the discipline.

3 - Setting Instructional Outcomes: Most intervention outcomes represent rigorous and important learning and/or appropriate behavior in the discipline.

4 - Setting Instructional Outcomes: All intervention outcomes represent rigorous and important learning and/or appropriate behavior in the discipline.

Not Expected and not Observed



## 5.1.15

### 3. InTASC 1, Danielson 1c, CAEP 1.1 (Used in Block 3)

#### Short Description – Outcome Statements

0 - Expected, but not Observed

1 - Outcomes are stated as student activities, rather than as outcomes for learning and/or behaviors.

2 - Outcomes consist of a combination of outcomes and activities.

3 - Outcomes are clear, are written in the form of student learning and/or behaviors, and suggest viable methods of assessment.

4 - Outcomes are clear, are written in the form of student learning and/or behaviors, and permit viable methods of assessment.

Not Expected and not Observed

### 4. InTASC 1, Danielson 1c, CAEP 1.1 (Used in Block 3)

#### Short Description - Outcomes reflect Learning Level

0 - Expected, but not Observed

1 - Outcomes reflect only one type of learning and/or behavior and only one discipline or strand.

2 - Outcomes reflect several types of learning and/or behaviors, but the candidate has made no effort at coordination or integration.

3 - Outcomes reflect several different types of learning and opportunities for coordination.

4 - Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration.

Not Expected and not Observed

### 5. InTASC 1, Danielson 1c, CAEP 1.1 (Used in Block 3)

#### Short Description - Outcomes Differentiated

0 - Expected, but not Observed

1 - Outcomes are somewhat suitable for the student.

2 - Outcomes, based on global assessments of student learning, are suitable for the student.

3 - Outcomes are differentiated, in whatever way is needed, for the student.

Not Expected and not Observed

### 6. InTASC 7, Danielson 1e, CAEP 1.1 (Used in Block 3)

#### Short Description - Intervention Sequence

0 - Expected, but not Observed

1 - Intervention Sequence: The intervention plan does not follow an organized progression, and has unrealistic time allocations.

2 - Intervention Sequence: The intervention plan has a recognizable structure; but, the progression of activities is uneven, with only some reasonable time allocations.

3 - Intervention Sequence: The intervention plan follows an organized progression and the learning activities have reasonable time allocations.

4 - Intervention Sequence: The sequence of intervention activities follows a coherent sequence.

Not Expected and not Observed

## 5.1.15

### 7. InTASC 7, Danielson 1e, CAEP 1.1 (Used in Block 3)

#### Short Description - Intervention Alignment

- 0 - Expected, but not Observed
  - 1 - Intervention activities are poorly aligned with the instructional and/or behavioral outcomes.
  - 2 - Some of the intervention activities and materials are aligned with the instructional and/or behavioral outcomes.
  - 3 - Most of the intervention activities are aligned with the instructional and/or behavioral outcomes.
  - 4 - All intervention activities are aligned to instructional and/or behavioral goals.
- Not Expected and not Observed

### 8. InTASC 7, Danielson 1e, CAEP 1.1 (Used in Block 3)

#### Short Description - Intervention Cognitive Challenge

- 0 - Expected, but not Observed
  - 1 - Intervention activities are not designed to engage the student in active intellectual activity and/or targeted behavioral changes.
  - 2 - Intervention activities represent moderate cognitive challenge and/or targeted behavioral changes.
  - 3 - Intervention activities represent significant cognitive challenge and/or targeted behavioral changes.
  - 4 - Intervention activities are designed to engage the student in high-level cognitive activity and/or targeted behavioral changes.
- Not Expected and not Observed

### 9. InTASC 1, Danielson 1e, CAEP 1.1 (Used in Block 3)

#### Short Description - Activity Differentiation

- 0 - Expected, but not Observed
  - 1 - No differentiation for the student evident in the activities.
  - 2 - The activities are suitable to the student.
  - 3 - The activities are appropriately differentiated for individual learners.
- Not Expected and not Observed

### 10. Danielson 2e/CAEP 1.1 (Used in Block 3)

#### Short Description - Use of Formative Assessment

- 0 - Expected, but not Observed
  - 1 - The candidate has no plan to incorporate formative assessment in the lesson or unit.
  - 2 - The candidate's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.
  - 3 - The candidate has a well-developed strategy for using formative assessment and has designed particular approaches to be used.
  - 4 - The approach to using formative assessment is well designed and includes student as well as candidate use of the assessment information.
- Not Expected and not Observed

## 5.1.15

### 11. InTASC 7, Danielson 1e, CAEP 1.1 (Used in Block 3)

#### Short Description - Safe Environment

0 - Expected, but not Observed

1 - Physical Space: the classroom environment is unsafe or learning is not accessible to the case study student.

2 - Physical Space: The classroom is safe and essential learning is accessible to most students, including the case study student.

3 - Physical Space: The classroom is safe, and students have equal access to learning activities including the case study student.

4 - Physical Space: The classroom environment is safe and learning is accessible to all students, including the case study student.

Not Expected and not Observed

### 12. Danielson 2e, CAEP 1.1, 1.5 (Used in Block 3)

#### Short Description - Technology

0 - Expected, but not Observed

1 - There is poor alignment between computer technology and the intervention plan.

2 - The candidate makes modest use of physical resources, including computer technology.

3 - The candidate makes effective use of physical resources, including computer technology.

Not Expected and not Observed

### 13. Danielson 2e, CAEP 1.1 (Used in Block 3)

#### Short Description - Physical Resources

0 - Expected, but not Observed

1 - There is poor alignment between the physical classroom arrangement and resources and the intervention plan.

2 - The candidate attempts to adjust the classroom's physical arrangement for the intervention plan or, if necessary, to adjust the intervention to the classroom setup, but with limited effectiveness.

3 - The candidate ensures that the classroom's physical arrangement is appropriate to the intervention plan.

4 - The candidate ensures that the physical arrangement of the classroom is appropriate to the intervention plan.

Not Expected and not Observed

## 5.1.15

### 14. InTASC 2, Danielson 4a, CAEP 1.1 (Used in Block 3)

#### Short Description - Candidate Assessment of Intervention

0 - Expected, but not Observed

1 - The candidate does not know whether the intervention as effective or achieved the instructional and/or behavioral outcomes, or the candidate profoundly misjudges the success of a lesson.

2 - The candidate has a generally accurate impression of the intervention's effectiveness and the extent to which the instructional and/or behavioral outcomes were met.

3 - The candidate makes an accurate assessment of the intervention's effectiveness and the extent to which it achieved the instructional and/or behavioral outcomes and can cite general references to the intervention to support the judgement.

4 - The candidate makes a thoughtful and accurate assessment of the intervention's effectiveness and the extent to which it achieved the instructional and/or behavioral outcomes, citing many specific examples from the intervention and weighing the relative strengths of each.

Not Expected and not Observed

### 15. InTASC 2, Danielson 4a, CAEP 1.1 (Used in Block 3)

#### Short Description - Lesson Improvement

0 - Expected, but not Observed

1 - The candidate has no suggestions for how further interventions could be improved.

2 - The candidate makes general suggestions for how further interventions can be improved.

3 - The candidate makes few specific suggestions of what could be tried for further interventions.

4 - Drawing on an extensive repertoire of skills, the candidate offers specific further interventions, complete with the probable success of different courses of action.

Not Expected and not Observed

### 16. InTASC 9, Danielson 4f, CAEP 1.1 (Used in Block 3)

#### Short Description - Candidate Standards

0 - Expected, but not Observed

1 - The candidate displays dishonesty in interactions with colleagues, students, and the public.

2 - The candidate is honest in interactions with colleagues, students, and the student's family in regards to information/data for the case study.

3 - The candidate displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, student, and the student's family in regards to information/data for the case study.

4 - The candidate can be counted on to hold the highest standards of honesty, integrity, and confidentiality in regards to information/data for the case study.

Not Expected and not Observed

## 5.1.15

### 17. InTASC 9, Danielson 4f, CAEP 1.1 (Used in Block 3)

#### Short Description - Serving Students

0 - Expected, but not Observed

1 - The candidate is not alert to students' needs and contributes to school practices that result in some students being ill served by the school.

2 - The candidate's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school.

3 - The candidate is active in serving students, working to ensure that all students receive a fair opportunity to succeed.

4 - The candidate is highly proactive in serving students, seeking out resources when needed. The candidate makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally under-served, are honored in the school.

Not Expected and not Observed































## Lesson Plan Rubrics for Special Education Initial Certification Students

Winter 2018

		Score 0	Score 1	Score 2	Score 3	Score 4		Percent with Score 0	Percent with Score 1	Percent with Score 2	Percent with Score 3	Percent with Score 4	Percent with Target Score	Explanation of Target Score
Lesson Plan Block 2	Candidate Assessment of Lesson	0	0	1	1	1		0.0%	0.0%	33.3%	33.3%	33.3%	100.0%	Received a Score of 2, 3, or 4
Lesson Plan Block 3	Candidate Assessment of Lesson	0	0	0	6	6		0.0%	0.0%	0.0%	50.0%	50.0%	100.0%	Received a Score of 3 or 4
Lesson Plan Block 2	Lesson Improvement	0	0	0	3	0		0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	Received a Score of 2, 3, or 4
Lesson Plan Block 3	Lesson Improvement	0	0	0	8	4		0.0%	0.0%	0.0%	66.7%	33.3%	100.0%	Received a Score of 3 or 4

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## Lesson Plan Rubrics for Special Education Initial Certification Students

Spring/Summer 2018

		Score 0	Score 1	Score 2	Score 3	Score 4		Percent with Score 0	Percent with Score 1	Percent with Score 2	Percent with Score 3	Percent with Score 4	Percent with Target Score	Explanation of Target Score
<b>By Assessment</b>														
Lesson Plan Block 1	All Levels	1	12	36	26	2		1.3%	15.6%	46.8%	33.8%	2.6%	98.7%	Received a Score of 1, 2, 3, or 4
Lesson Plan Block 2	All Levels	0	16	301	215	12		0.0%	2.9%	55.3%	39.5%	2.2%	97.1%	Received a Score of 2, 3, or 4
Lesson Plan Block 3	All Levels	0	0	0	15	2		0.0%	0.0%	0.0%	88.2%	11.8%	100.0%	Received a Score of 3 or 4

Assessment	By Level													
Lesson Plan Block 1	Elementary	0	5	22	17	0		0.0%	11.4%	50.0%	38.6%	0.0%	100.0%	Received a Score of 1, 2, 3, or 4
Lesson Plan Block 2	Elementary	0	16	221	199	12		0.0%	3.6%	49.3%	44.4%	2.7%	96.4%	Received a Score of 2, 3, or 4
Lesson Plan Block 3	Elementary	0	0	0	15	2		0.0%	0.0%	0.0%	88.2%	11.8%	100.0%	Received a Score of 3 or 4
Lesson Plan Block 1	Secondary Education	1	7	14	9	2		3.0%	21.2%	42.4%	27.3%	6.1%	97.0%	Received a Score of 1, 2, 3, or 4
Lesson Plan Block 2	Secondary Education	0	0	16	0	0		0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	Received a Score of 2, 3, or 4
Lesson Plan Block 2	Special Education	0	0	64	16	0		0.0%	0.0%	80.0%	20.0%	0.0%	100.0%	Received a Score of 2, 3, or 4

By Assessment	Special Education Level Data by Question Description													
Lesson Plan Block 2	Understanding Student Learning	0	0	4	1	0		0.0%	0.0%	80.0%	20.0%	0.0%	100.0%	Received a Score of 2, 3, or 4
Lesson Plan Block 2	Safe Environment	0	0	4	1	0		0.0%	0.0%	80.0%	20.0%	0.0%	100.0%	Received a Score of 2, 3, or 4
Lesson Plan Block 2	Computer Technology	0	0	4	1	0		0.0%	0.0%	80.0%	20.0%	0.0%	100.0%	Received a Score of 2, 3, or 4
Lesson Plan Block 2	Outcomes reflect Learning Level	0	0	4	1	0		0.0%	0.0%	80.0%	20.0%	0.0%	100.0%	Received a Score of 2, 3, or 4
Lesson Plan Block 2	Outcomes reflect Learning Types	0	0	4	1	0		0.0%	0.0%	80.0%	20.0%	0.0%	100.0%	Received a Score of 2, 3, or 4
Lesson Plan Block 2	Outcomes Differentiated	0	0	4	1	0		0.0%	0.0%	80.0%	20.0%	0.0%	100.0%	Received a Score of 2, 3, or 4
Lesson Plan Block 2	Assessment Congurency	0	0	4	1	0		0.0%	0.0%	80.0%	20.0%	0.0%	100.0%	Received a Score of 2, 3, or 4
Lesson Plan Block 2	Assessment Criteria	0	0	4	1	0		0.0%	0.0%	80.0%	20.0%	0.0%	100.0%	Received a Score of 2, 3, or 4
Lesson Plan Block 2	Assessment Approach	0	0	4	1	0		0.0%	0.0%	80.0%	20.0%	0.0%	100.0%	Received a Score of 2, 3, or 4
Lesson Plan Block 2	Alignment of Learning Activities	0	0	4	1	0		0.0%	0.0%	80.0%	20.0%	0.0%	100.0%	Received a Score of 2, 3, or 4
Lesson Plan Block 2	Progression of Learning Activities	0	0	4	1	0		0.0%	0.0%	80.0%	20.0%	0.0%	100.0%	Received a Score of 2, 3, or 4
Lesson Plan Block 2	Cognitive Challenge of Learning Activities	0	0	4	1	0		0.0%	0.0%	80.0%	20.0%	0.0%	100.0%	Received a Score of 2, 3, or 4
Lesson Plan Block 2	Time Allocation for Learning Activities	0	0	4	1	0		0.0%	0.0%	80.0%	20.0%	0.0%	100.0%	Received a Score of 2, 3, or 4
Lesson Plan Block 2	Instructional Groups	0	0	4	1	0		0.0%	0.0%	80.0%	20.0%	0.0%	100.0%	Received a Score of 2, 3, or 4
Lesson Plan Block 2	Candidate Assessment of Lesson	0	0	4	1	0		0.0%	0.0%	80.0%	20.0%	0.0%	100.0%	Received a Score of 2, 3, or 4
Lesson Plan Block 2	Lesson Improvement	0	0	4	1	0		0.0%	0.0%	80.0%	20.0%	0.0%	100.0%	Received a Score of 2, 3, or 4

## Lesson Plan Rubric(s)

### 1. InTASC 1, Danielson 1b, CAEP 1.1 (Used in Blocks 1, 2, and 3)

#### Short Description – Understanding Student Learning

0 - Expected but not observed.

1 - The candidate 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.

2 - The candidate 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

3 - The candidate displays understanding of the active nature of student learning and attains information about levels of development for groups of students.

4 - Not Expected and Not Observed.

### 2. Danielson 2e, CAEP 1.1 (Used in Blocks 2 and 3)

#### Short Description – Safe Environment

0 - Expected but not observed.

1 - The classroom environment is unsafe, or learning is not accessible to many. 2 - The classroom is safe, and essential learning is accessible to most students. 3 - The classroom is safe, and students have equal access to learning activities.

4 - The classroom environment is safe, and learning is accessible to all students, including those with special needs.

Not Expected and Not Observed.

### 3. Danielson 2e, CAEP 1.1 (Used in Block 3)

#### Short Description – Physical Resources

0 - Expected but not observed.

1 - There is poor alignment between the arrangement of furniture and resources, and the lesson activities. 2 - The candidate attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.

3 - The candidate ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources effectively.

Not Expected and Not Observed.

### 4. Danielson 2e, CAEP 1.1, 1.5 (Used in Blocks 1, 2, and 3)

#### Short Description – Computer Technology

0 - Expected but not observed.

1 - There is poor alignment between computer technology and the intervention plan.

2 - The candidate makes modest use of physical resources, including computer technology. 3 - The candidate uses physical resources including computer technology effectively.

Not Expected and Not Observed.

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### 5. InTASC 1, Danielson 1c, CAEP 1.1, 1.4 (Used in Blocks 1, 2, and 3)

#### Short Description – Outcomes Reflect Learning Level

- 0 - Expected but not observed.
  - 1 - The outcomes represent low 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.
  - 2 - Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities.
  - 3 - Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment.
  - 4 - All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment
- Not Expected and Not Observed.

### 6. Danielson 1c, CAEP 1.1 (Used in Blocks 1, 2, and 3)

#### Short Description – Outcomes Reflect Learning Types

- 0 - Expected but not observed.
- 1 - Outcomes reflect only one type of learning and only one discipline or strand.
- 2 - Outcomes reflect several types of learning, but the candidate has made no effort at coordination or integration.
- 3 - Outcomes reflect several different types of learning and opportunities for coordination. Not Expected and Not Observed.

### 7. InTASC 1, Danielson 1c, CAEP 1.1 (Used in Blocks 2 and 3)

#### Short Description – Outcomes Differentiated

- 0 - Expected but not observed.
  - 1 - Outcomes are suitable for only some students.
  - 2 - Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.
  - 3 - Outcomes are differentiated, in whatever way is needed, for different groups of students.
  - 4 - Outcomes are differentiated, in whatever way is needed, for individual students.
- Not Expected and Not Observed.

### 8. InTASC 6, Danielson 1f, CAEP 1.1, 1.4 (Used in Blocks 1, 2, and 3)

#### Short Description – Assessment Congruency

- 0 - Expected but not observed.
  - 1 - Assessment procedures are not congruent with instructional outcomes.
  - 2 - Assessment procedures are partially congruent with instructional outcomes.
  - 3 - All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students.
  - 4 - All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work.
- Not Expected and Not Observed.

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### 9. InTASC 6, Danielson 1f, CAEP 1.1 (Used in Blocks 1, 2, and 3)

#### Short Description – Assessment Criteria

- 0 - Expected but not observed.
  - 1 - Assessment procedures lack criteria by which student performance will be assessed. 2 - Assessment criteria and standards have been developed, but they are not clear.
  - 3 - Assessment criteria and standards are clear.
  - 4 - Assessment criteria and standards are clear. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen.
- Not Expected and Not Observed.

### 10. InTASC 6, Danielson 1f, CAEP 1.1 (Used in Blocks 1, 2, and 3)

#### Short Description – Assessment Approach

- 0 - Expected but not observed.
  - 1 - The candidate has no plan to incorporate formative assessment in the lesson or unit.
  - 2 - The candidate's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.
  - 3 - The candidate has a well-developed strategy for using formative assessment and has designed particular approaches to be used.
  - 4 - The approach to using formative assessment is well designed and includes student as well as candidate use of the assessment information.
- Not Expected and Not Observed.

### 11. InTASC 7, Danielson 1e, CAEP 1.1 (Used in Blocks 1, 2, and 3)

#### Short Description – Alignment of Learning Activities

- 0 - Expected but not observed.
- 1 - Learning activities are poorly aligned with the instructional outcomes.
- 2 - Some of the learning activities and materials are aligned with the instructional outcomes. 3 - Most of the learning activities are aligned with the instructional outcomes
- 4 - The sequence of learning activities is aligned to instructional goals. Not Expected and Not Observed.

### 12. InTASC 7, Danielson 1c, CAEP 1.1 (Used in Blocks 1, 2, and 3)

#### Short Description – Progression of Learning Activities

- 0 - Expected but not observed.
- 1 - Learning activities do not follow an organized progression.
- 2 - The lesson or unit has a recognizable structure, but the progression of activities is uneven. 3 - Most of the activities follow an organized progression suitable to groups of students.
- 4 - The sequence of learning activities follows a coherent sequence. Not Expected and Not Observed.

### 13. InTASC 1, Danielson 1c, CAEP 1.1 (Used in Blocks 1, 2, and 3)

#### Short Description – Cognitive Challenge of Learning Activities

- 0 - Expected but not observed.
- 1 - Learning activities are not designed to engage students in active intellectual activity.
- 2 - Learning activities represent moderate cognitive challenge, but with no differentiation for different students.

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- 3 - Learning activities represent significant cognitive challenge, with some differentiation for different groups of students.
  - 4 - Learning activities are designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners.
- Not Expected and Not Observed.

### 14. InTASC 1, Danielson 1e, CAEP 1.1 (Used in Blocks 1, 2, and 3)

#### Short Description – Time Allocation for Learning Activities

- 0 - Expected but not observed.
  - 1 - Learning activities have unrealistic time allocations.
  - 2 - Only some learning activities have reasonable time allocations.
  - 3 - The learning activities have reasonable time allocations.
- Not Expected and Not Observed.

### 15. InTASC 7, Danielson 1e, CAEP 1.1 (Used in Blocks 2 and 3)

#### Short Description – Instructional Groups

- 0 - Expected but not observed.
  - 1 - Instructional groups are not suitable to the activities and offer no variety.
  - 2 - Instructional groups partially support the activities, with some variety.
  - 3 - There is varied use of instructional groups.
  - 4 - Instructional groups are varied appropriately, with some opportunity for student choice.
- Not Expected and Not Observed.

### 16. InTASC 9, Danielson 4a, CAEP 1.1, 1.2 (Used in Blocks 2 and 3)

#### Short Description – Candidate Assessment of Lesson

- 0 - Expected but not observed.
  - 1 - The candidate does not know whether a lesson was effective or achieved its instructional outcomes, or the candidate profoundly misjudges the success of a lesson.
  - 2 - The candidate has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.
  - 3 - The candidate 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.
  - 4 - The candidate 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.
- Not Expected and Not Observed.

### 17. InTASC 9, Danielson 4i, CAEP 1.1, 1.2 (Used in Blocks 2 and 3)

#### Short Description – Lesson Improvement

- 0 - Expected but not observed.
  - 1 - The candidate has no suggestions for how a lesson could be improved.
  - 2 - The candidate makes general suggestions about how a lesson could be improved.
  - 3 - The candidate makes a few specific suggestions of what could be tried another time the lesson is taught.
  - 4 - Drawing on an extensive repertoire of skills, the candidate offers specific alternative actions, complete with the probable success of different courses of action.
- Not Expected and Not Observed.