



## Woodring College of Education

Preparing thoughtful, knowledgeable,  
and effective educators for a diverse society

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### **Woodring College of Education Teacher Education Programs Intern Development and Evaluation System 2015-2016**

The Intern Development and Evaluation System (IDES) is an assessment rubric to evaluate candidate teaching performance in the internship. Each of the programs for the initial preparation of teachers has its own form of the IDES that targets the dimensions of performance required of elementary, secondary, preschool and special education teachers. In all internship types, the evaluator may mark an item “Not Observed” at the midterm, but not at the final.

Ratings of student teaching performance improved markedly in all programs from the midterm to the final. At the final, more “Exemplary” ratings were assigned. Similarly, student performance was more varied at the midterm for students in all programs compared to the performance at final.

The seven program and internship groupings used in this report are:

Elementary Education Bellingham Program Elementary Internship  
Elementary Education Outreach Programs Elementary Internship  
Early Childhood Education Program Early Childhood Education Internship  
Early Childhood Education Program Preschool Internship  
Secondary Education Undergraduate and Post-Baccalaureate Programs  
Secondary Education MIT Programs  
Special Education Program Special Education Internship  
Combined Special + Elementary Program Elementary Education Internship

The Outreach Elementary Programs Special Education Internship N is too small to include the data here.

**Elementary Education Bellingham Campus Program Elementary Internship  
2015-2016 Internship Development and Evaluation System  
N = 61**

	Midterm					Final				
	Exem- plary	Profi- cient	Basic	Not Met	Not Observ- ed	Exem- plary	Profi- cient	Basic	Not Met	
<b>Planning</b>										
P.01 Candidate's plans feature observable, standards-based learning targets.	0%	87%	13%	0%	0%	72%	28%	0%	0%	
P.02 Candidate's plans are informed by developmental considerations.	2%	77%	21%	0%	0%	67%	26%	7%	0%	
P.03 Candidate's plans are informed by subject matter content knowledge.	2%	83%	15%	0%	0%	68%	32%	0%	0%	
P.04 Candidate's plans make content explicit through a variety of means.	0%	75%	25%	0%	0%	58%	40%	2%	0%	
P.05 Candidate's plans include multiple forms of assessment to address multiple learning outcomes.	0%	52%	44%	2%	2%	46%	46%	9%	0%	
<b>Implementing Instruction</b>										
II.01 Candidate communicates learning targets throughout teaching.	0%	63%	37%	0%	0%	61%	33%	5%	0%	
II.02 Candidate engages learners in recognizing why learning targets are important to learn.	0%	58%	40%	2%	0%	39%	51%	11%	0%	
II.03 Candidate uses discussion activities that encourage analysis and reasoning.	0%	85%	15%	0%	0%	58%	35%	7%	0%	
II.04 Candidate uses discussion activities that link concepts and ideas to one another and previous learning.	0%	94%	6%	0%	0%	65%	32%	4%	0%	
II.05 Candidate uses feedback to prompt learners to explain their thinking and reasoning, to scaffold their learning, and to offer encouragement of their effort and persistence.	0%	85%	15%	0%	0%	60%	35%	5%	0%	
II.06 Candidate uses technology that is effectively integrated to create technologically proficient learners.	0%	56%	38%	2%	4%	40%	58%	2%	0%	
<b>Assessing Instruction</b>										
AI.01 Candidate uses multiple forms of assessment to design next steps for instruction.	0%	48%	48%	4%	0%	39%	53%	9%	0%	
AI.02 Candidate uses student voice and student work evidence to improve learning across the range of anticipated learning outcomes.	0%	71%	27%	2%	0%	49%	44%	7%	0%	
<b>Analyzing Instruction</b>										
AN.01 Candidate reflects on questions of ethics and equity to assess the effects of his/her choices and actions on learners, families, and other professionals.	0%	81%	19%	0%	0%	58%	40%	2%	0%	
AN.02 Candidate reflects on professional growth to improve practice.	2%	90%	8%	0%	0%	84%	16%	0%	0%	
<b>Establishing a Positive and Safe Learning Environment</b>										
LE.01 Candidate establishes and reinforces consistent positively stated behavioral expectations.	0%	81%	19%	0%	0%	60%	35%	5%	0%	
LE.02 Candidate consistently and proactively monitors the classroom effectively to prevent problems from developing.	0%	73%	27%	0%	0%	56%	32%	12%	0%	
LE.03 Candidate manages transitions that are quick and efficient.	0%	63%	37%	0%	0%	53%	39%	9%	0%	
LE.04 Candidate is consistently aware of and attends to learners who need extra support, assistance, or attention.	0%	77%	23%	0%	0%	61%	37%	2%	0%	

	Midterm					Final			
	Exemplary	Proficient	Basic	Not Met	Not Observed	Exemplary	Proficient	Basic	Not Met
<b>Promoting Democratic Participation and Community</b>									
DPC.01 Candidate fosters an environment where learners appear comfortable seeking support from, sharing ideas with, and responding freely to the teacher and with each other.	2%	98%	0%	0%	0%	75%	23%	2%	0%
DPC.02 Candidate fosters a learning community where teacher and learners enjoy warm, supportive relationships, positive communication, and respect with one another.	2%	94%	4%	0%	0%	74%	25%	2%	0%
DPC.03 Candidate actively facilitates learners' engagement in activities and lessons to encourage participation, risk-taking, and expanded involvement.	0%	87%	13%	0%	0%	61%	33%	5%	0%
<b>Collaborating and Communicating with Families and Colleagues</b>									
CC.01 Collaborates and communicates with other professionals to advocate on behalf of learners.	2%	75%	23%	0%	0%	67%	32%	2%	0%
CC.02 Collaborates and communicates with other professionals to improve practice.	2%	85%	13%	0%	0%	72%	26%	2%	0%
CC.03 Collaborates with parents or guardians.	2%	63%	27%	0%	8%	49%	42%	9%	0%
<b>Collaborating and Communicating with Families and Colleagues</b>									
	Met	Not Met				Met	Not Met		
TP.01 Candidate meets expectations of scheduled commitments.	100%	0%				100%	0%		
TP.02 Candidate demonstrates professional responsibility, conduct, productivity, and effort.	100%	0%				100%	0%		
TP.03 Candidate adheres to established standards for dress and grooming.	100%	0%				100%	0%		
TP.04 Candidate communicates effectively, appropriately and professionally in all forms and to all audiences.	100%	0%				100%	0%		
TP.05 Candidate understands and adheres to all professional, legal, and ethical responsibilities and policies.	100%	0%				100%	0%		

**Elementary Education Outreach Programs Elementary Internship**  
**2015-2016 Internship Development and Evaluation System Items by Standard V with Detail by Item**  
**N = 51**

	Midterm					Final			
	Exem- plary	Profi- cient	Basic	Not Met	Not Observ- ed	Exem- plary	Profi- cient	Basic	Not Met
<b>Standard V.b Professional Development</b>									
PD.01 Reflects upon learning goals, instructional choices, and assessment data when evaluating the outcomes of teaching and learning resulting in revised practice.	0%	88%	9%	3%	0%	73%	23%	4%	0%
PD.02 Collaborates and draws upon professional colleagues and makes use of feedback to support development as a learner/teacher and to generate ideas for professional growth.	0%	88%	12%	0%	0%	83%	15%	2%	0%
<b>Standard V.c Teaching as a Profession</b>									
	Midterm			Final					
	Yes	No	Not Observed	Yes	No				
TP.01 Meets expectations of scheduled commitments, demonstrates professional responsibility, conduct, productivity, effort and adheres to established standards for dress and grooming.	94%	0%	6%	100%	0%				
TP.02 Interacts with people from diverse backgrounds courteously, fairly, and professionally.	100%	0%	0%	100%	0%				
TP.03 Communicates effectively, appropriately and professionally in all forms and to all audiences.	100%	0%	0%	100%	0%				
TP.04 Establishes respectful communication with parents/guardians and develops relationships to support students' learning and well being.	79%	0%	21%	100%	0%				
TP.05 Participates in collegial activities designed to make the entire school a productive learning environment.	76%	3%	21%	100%	0%				
TP.06 Understands and adheres to all professional, legal, and ethical responsibilities and policies.	100%	0%	0%	100%	0%				
<b>Standard V.a Effective Teaching</b>									
	Midterm					Final			
	Exem- plary	Profi- cient	Basic	Not Met	Not Observ- ed	Exem- plary	Profi- cient	Basic	Not Met
ET.01 Evaluates, selects, adapts standards-based teaching resources and curriculum materials to promote student learning.	0%	71%	26%	3%	0%	67%	27%	6%	0%
ET.02 Connects learning experiences to curriculum goals and develops daily and long-range instructional plans.	0%	82%	12%	0%	6%	71%	27%	2%	0%
ET.03 Designs developmentally appropriate learning experiences based on principles of effective instruction (e.g. scaffolded, individualized, inquiry-based, rooted in subject matter concepts/academic language, second language acquisition).	0%	71%	26%	3%	0%	69%	25%	6%	0%
ET.04 Adapts/designs learning experiences that reflect an understanding of students' community and cultural backgrounds and enhance students' sense of their capacity.	0%	62%	24%	3%	12%	69%	27%	4%	0%
ET.05 Designs/chooses variety of instructional strategies/activities/assignments/resources that are aligned with learning goals.	0%	91%	6%	0%	3%	81%	15%	4%	0%
ET.06 Provides for individual students' learning needs by adapting/modifying learning experiences (e.g. differentiation, universal design, theories of language acquisition).	0%	65%	32%	0%	3%	54%	42%	4%	0%

	Midterm					Final			
	Exemplary	Proficient	Basic	Not Met	Not Observed	Exemplary	Proficient	Basic	Not Met
ET.07 Organizes and allocates time, space, activities to meet individual needs and maximize learning.	0%	74%	24%	3%	0%	69%	25%	6%	0%
ET.08 Identifies and uses knowledge of available resources to enhance support for students with exceptional learning needs (e.g. IEP, 504, ELL, HCL, etc.).	0%	56%	32%	0%	12%	48%	46%	6%	0%
ET.09 Facilitates connections between new learning and prior knowledge/schema, skills, etc.	0%	94%	6%	0%	0%	79%	19%	2%	0%
ET.10 Demonstrates subject matter understanding congruent with big ideas of discipline or disciplines.	0%	79%	21%	0%	0%	81%	17%	2%	0%
ET.11 Uses alternative explanations and presents differing perspectives to assist students' understanding and encourage critical thinking.	0%	79%	21%	0%	0%	75%	21%	4%	0%
ET.12 Represents disciplinary concepts in a variety of ways to engage and support student inquiry and learning across the curriculum (e.g., modeling, role playing, examples, analogies).	0%	79%	21%	0%	0%	67%	27%	6%	0%
ET.13 Uses multiple questioning strategies to stimulate discussion.	0%	79%	21%	0%	0%	67%	27%	6%	0%
ET.14 Provides students opportunities to demonstrate their learning in multiple ways.	0%	85%	15%	0%	0%	67%	29%	4%	0%
ET.15 Monitors and adjusts instructional strategies during teaching based on student responses.	0%	71%	29%	0%	0%	73%	23%	4%	0%
ET.16 Integrates technology to contribute to teaching and learning and individual student needs.	0%	71%	26%	0%	3%	67%	33%	0%	0%
ET.17 Uses strategies to involve students in self-assessment to help them become aware of their strengths/needs and encourage them to set personal goals for learning.	0%	68%	24%	0%	9%	56%	35%	8%	0%
ET.18 Collects/uses information about students' experiences, learning behavior, needs, progress from parents, colleagues, and students to impact learning.	0%	68%	21%	0%	12%	60%	35%	4%	0%
ET.19 Develops systematic assessment plan for collecting, analyzing, and using data to modify instruction, communicate progress, and improve students' learning.	0%	56%	26%	0%	18%	48%	48%	4%	0%
ET.20 Develops assessment criteria linked to learning targets and standards.	0%	68%	18%	0%	15%	64%	28%	9%	0%
ET.21 Talks to and listens to students sensitively and responsively and demonstrates ability to "read" and address their concerns.	0%	88%	12%	0%	0%	87%	11%	2%	0%
ET.22 Uses effective discipline practices that are clear, fair, appropriate and consistent.	0%	79%	21%	0%	0%	77%	21%	2%	0%
ET.23 Monitors, analyzes, and adjusts classroom interactions to maintain a positive environment.	0%	82%	18%	0%	0%	79%	17%	4%	0%
ET.24 Promotes respectful, participatory classroom learning community in which students assume responsibility and engage purposefully to become responsible citizens.	0%	85%	15%	0%	0%	79%	17%	4%	0%

**Early Childhood Education Program Elementary Internship  
2015-2016 Internship Development and Evaluation System  
N = 20**

	Midterm					Final				
	Exem- plary	Profi- cient	Basic	Not Met	Not Observ- ed	Exem- plary	Profi- cient	Basic	Not Met	
<b>Planning</b>										
P.01 Candidate's plans feature observable, standards-based learning targets.	0%	71%	21%	0%	7%	71%	29%	0%	0%	
P.02 Candidate's plans are informed by developmental considerations.	0%	71%	21%	0%	7%	82%	18%	0%	0%	
P.03 Candidate's plans are informed by subject matter content knowledge.	0%	79%	14%	0%	7%	71%	29%	0%	0%	
P.04 Candidate's plans make content explicit through a variety of means.	0%	71%	21%	0%	7%	71%	29%	0%	0%	
P.05 Candidate's plans include multiple forms of assessment to address multiple learning outcomes.	0%	50%	21%	0%	29%	41%	47%	12%	0%	
<b>Implementing Instruction</b>										
II.01 Candidate communicates learning targets throughout teaching.	0%	43%	57%	0%	0%	59%	41%	0%	0%	
II.02 Candidate engages learners in recognizing why learning targets are important to learn.	0%	21%	71%	0%	7%	24%	76%	0%	0%	
II.03 Candidate uses discussion activities that encourage analysis and reasoning.	0%	50%	50%	0%	0%	65%	35%	0%	0%	
II.04 Candidate uses discussion activities that link concepts and ideas to one another and previous learning.	0%	64%	36%	0%	0%	82%	18%	0%	0%	
II.05 Candidate uses feedback to prompt learners to explain their thinking and reasoning, to scaffold their learning, and to offer encouragement of their effort and persistence.	0%	57%	43%	0%	0%	71%	24%	6%	0%	
II.06 Candidate uses technology that is effectively integrated to create technologically proficient learners.	0%	43%	43%	0%	14%	59%	41%	0%	0%	
<b>Assessing Instruction</b>										
AI.01 Candidate uses multiple forms of assessment to design next steps for instruction.	0%	36%	29%	0%	36%	41%	47%	12%	0%	
AI.02 Candidate uses student voice and student work evidence to improve learning across the range of anticipated learning outcomes.	0%	43%	43%	0%	14%	59%	35%	6%	0%	
<b>Analyzing Instruction</b>										
AN.01 Candidate reflects on questions of ethics and equity to assess the effects of his/her choices and actions on learners, families, and other professionals.	0%	86%	7%	0%	7%	76%	18%	6%	0%	
AN.02 Candidate reflects on professional growth to improve practice.	0%	79%	21%	0%	0%	82%	12%	6%	0%	
	Midterm					Final				
	Exem- plary	Profi- cient	Basic	Not Met	Not Observ- ed	Exem- plary	Profi- cient	Basic	Not Met	
<b>Establishing a Positive and Safe Learning Environment</b>										
LE.01 Candidate establishes and reinforces consistent positively stated behavioral expectations.	0%	71%	21%	7%	0%	69%	25%	6%	0%	
LE.02 Candidate consistently and proactively monitors the classroom effectively to prevent problems from developing.	0%	43%	50%	7%	0%	69%	25%	6%	0%	
LE.03 Candidate manages transitions that are quick and efficient.	0%	50%	43%	7%	0%	69%	19%	13%	0%	
LE.04 Candidate is consistently aware of and attends to learners who need extra support, assistance, or attention.	0%	71%	29%	0%	0%	81%	13%	6%	0%	

	Midterm					Final			
	Exemplary	Proficient	Basic	Not Met	Not Observed	Exemplary	Proficient	Basic	Not Met
<b>Promoting Democratic Participation and Community</b>									
DPC.01 Candidate fosters an environment where learners appear comfortable seeking support from, sharing ideas with, and responding freely to the teacher and with each other.	0%	93%	7%	0%	0%	88%	13%	0%	0%
DPC.02 Candidate fosters a learning community where teacher and learners enjoy warm, supportive relationships, positive communication, and respect with one another.	0%	86%	14%	0%	0%	94%	6%	0%	0%
DPC.03 Candidate actively facilitates learners' engagement in activities and lessons to encourage participation, risk-taking, and expanded involvement.	0%	57%	43%	0%	0%	69%	25%	6%	0%
<b>Collaborating and Communicating with Families and Colleagues</b>									
CC.01 Collaborates and communicates with other professionals to advocate on behalf of learners.	0%	64%	36%	0%	0%	63%	31%	6%	0%
CC.02 Collaborates and communicates with other professionals to improve practice.	0%	79%	14%	0%	7%	69%	25%	6%	0%
CC.03 Collaborates with parents or guardians.	0%	14%	50%	0%	36%	38%	56%	6%	0%
<b>Collaborating and Communicating with Families and Colleagues</b>									
	Met	Not Met				Met	Not Met		
TP.01 Candidate meets expectations of scheduled commitments.	100%	0%				100%	0%		
TP.02 Candidate demonstrates professional responsibility, conduct, productivity, and effort.	93%	7%				100%	0%		
TP.03 Candidate adheres to established standards for dress and grooming.	100%	0%				100%	0%		
TP.04 Candidate communicates effectively, appropriately and professionally in all forms and to all audiences.	100%	0%				100%	0%		
TP.05 Candidate understands and adheres to all professional, legal, and ethical responsibilities and policies.	100%	0%				100%	0%		

**Early Childhood Education Program Preschool Internship  
2015-2016 Internship Development and Evaluation System Detail by Item  
N =16**

	Final		
	Exceeds Expectations	Meets Expectations	Does not Meet
<b>Planning Domain</b>			
PD.01 Develops learning objectives, which are appropriate for the subject and grade level and are connected appropriately to the standards. (NAEYC Standard 4b: Effective Approaches)	25%	75%	0%
PD.02 Plans appropriate and logically sequenced instructional strategies. (NAEYC Standard 4b: Effective Approaches)	44%	50%	6%
PD.03 Plans for differences in individual needs, abilities, and interests. (NAEYC Standard 1a: Child Development)	19%	75%	6%
PD.04 Establishes communication with families to discuss child's goals, share progress and for collaborative decision-making. (NAEYC Standard 2c)	6%	94%	0%
PD.05 Plans for appropriate assessment, analysis of results and maintenance of records. (NAEYC Standard 3b 3c: Assessment)	13%	88%	0%
PD.06 Plans lessons that demonstrate a respect and understanding for cultural and linguistic diversity. (NAEYC Standard 4b: Effective Approaches)	13%	88%	0%
PD.07 Plans lessons that reflect some understanding of the diversity of families and community characteristics. (NAEYC Standard 2c)	13%	81%	6%
<b>Instruction Domain</b>			
ID.01 Implements effective instruction for students using knowledge of content and appropriate standards. (NAEYC Standard 4c)	20%	80%	0%
ID.02 Establishes, communicates, and maintains high expectations for student achievement and participation. Students are given opportunities and support to assume responsibility for their own learning. (NAEYC Standard 4c: Effective Approaches)	44%	56%	0%
ID.03 Provides learning experiences that allow students to form connections between the specific subject area and other disciplines. (NAEYC Standard 5a: Content Knowledge)	40%	60%	0%
ID.04 Assists students in connecting subject matter to everyday life. (NAEYC Standard 5c: Content Knowledge)	25%	75%	0%
ID.05 Uses instructional judgment in the implementation of lessons. (NAEYC Standard 5c: Content Knowledge)	27%	73%	0%
ID.06 Uses a variety of instructional strategies to actively engage all students. (NAEYC Standard 4b: Effective Approaches)	33%	67%	0%
ID.07 Integrates technology appropriately into teaching and learning. (NAEYC Standard 4b: Effective approaches)	13%	88%	0%
ID.08 Uses a variety of instructional strategies to foster children's conversation and language development. (NAEYC Standard 4b: Effective Teaching; 5b: Meaningful curriculum)	27%	73%	0%



	Final		
	Exceeds Expectations	Meets Expectations	Does not Meet
ID.09 Provides learning experiences which encourage critical thinking, problem solving, reflection, informed decision making, and/or creativity. (NAEYC Standard 4b: Content Knowledge)	50%	50%	0%
ID.10 Uses a variety of assessments to identify child's strengths, evaluate and guide student learning and to modify instruction as needed. (NAEYC Standard 3b: Assessment)	13%	87%	0%
ID.11 Uses variety of documentation to communicate to children, families and colleagues (NAEYC Standard 3b, 4b)	19%	81%	0%
ID.12 Uses appropriate voice tone and inflection to deliver instruction effectively (NAEYC Standard 4a: Effective Approaches)	44%	56%	0%
<b>Environment Domain</b>			
ED.01 Promotes positive, collaborative peer interactions understanding how to build community (NAEYC Standard 4a: Teaching)	33%	67%	0%
ED.02 Demonstrates positive interactions with children and understands this is the foundation of an effective learning relationship (NAEYC Standard 4a)	50%	50%	0%
ED.03 Creates and maintains a positive and safe classroom environment conducive for learning. (NAEYC Standard 1c: Child Development)	25%	75%	0%
ED.04 Demonstrates confidence and poise when managing an effective learning environment using a positive guidance approach. (NAEYC Standard 4b: Teaching)	27%	73%	0%
ED.05 Establishes and maintains effective rules, procedures, and routines. (NAEYC Standard 1c: Child Development)	13%	88%	0%
ED.06 Provides for smooth transitions between activities and implements introductions and closures in lessons. (NAEYC Standard 4b: Effective Teaching)	13%	87%	0%
ED.07 Plans and arranges physical environment to promote inquiry with attention to aesthetics, learning goals and the use of materials. (NAEYC Standard 4b: Effective Teaching)	33%	67%	0%
<b>Professionalism Domain</b>			
RD.01 Demonstrates oral, written, and/or nonverbal communication consistent with the expectations of a college graduate. (NAEYC Standard 6b)	38%	63%	0%
RD.02 Creates a positive rapport with students, parents, colleagues, administrators, mentor teacher, and supervisors upholding a professional disposition. (NAEYC Standard 6c: Professionalism)	38%	63%	0%
RD.03 Presents self in a professional manner in terms of appearance, attitude, attire, and conduct. (NAEYC Standard 6c: Professionalism)	50%	50%	0%
RD.04 Is receptive to constructive criticism from the mentor teacher, supervisor, and administrators and incorporates feedback. (NAEYC Standard 6c: Professionalism)	87%	13%	0%

	Final		
	Exceeds Expectations	Meets Expectations	Does not Meet
RD.05 Discusses lesson plans with the mentor teacher well in advance of the lesson and integrates feedback as appropriate. (NAEYC Standard 6c: Professionalism)	20%	80%	0%
RD.06 Is prepared to teach each day. (NAEYC Standard 6b: Professionalism)	38%	63%	0%
RD.07 Maintains an appropriate level of professional ethics in terms of personal conduct, academic integrity and emotional maturity in the school setting. (NAEYC Standard 6d: Professionalism)	38%	63%	0%
RD.08 Uses self-reflection to evaluate instruction to plan positive outcomes for children. (NAEYC Standard 6d: Professionalism)	33%	67%	0%
<b>Content Specific Early Childhood Education Competencies</b>			
CS.01 Language Arts: Integrates listening, speaking, reading, and writing across a developmental continuum. Uses an integrated approach to include content from other disciplines. (NAEYC Standard 5b: Content Knowledge)	31%	63%	6%
CS.02 Science: Engages students in simple investigations, including making predictions, gathering and interpreting data, recognizing simple problems and drawing conclusions. Uses an integrated approach to include content from other disciplines. (NAEYC Standard 5b: Content Knowledge)	38%	50%	13%
CS.03 Mathematics: Engages students in experiences that include operations, algebra, geometry, measurement, data analysis, and probability. Uses an integrated approach to include content from other disciplines. (NAEYC Standard 5b: Content Knowledge)	14%	71%	14%
CS.04 Social Studies: Provides experiences in geography, history, economics, and social relations/civics across a developmental continuum. Uses an integrated approach to include content from other disciplines. (NAEYC Standard 5b: Content Knowledge)	6%	88%	6%
CS.05 Creative Arts: Provides experiences to promote visual arts, theatre arts, and music/movement integrated into the curriculum. (NAEYC Standard 5b: Content Knowledge)	19%	75%	6%

**Secondary Education Undergraduate and Post-Baccalaureate Programs**  
**2015-2016 Internship Development and Evaluation System Items by Standard V with Detail by Item**  
**N = 54**

	Midterm					Final			
	Exemplary	Proficient	Basic	Not Met	Not Observed	Exemplary	Proficient	Basic	Not Met
<b>Standard V.b Professional Development</b>									
PD.01 Engages in professional development through ongoing goal setting and use of resources and critical inquiry to improve student performance.	2%	36%	53%	0%	9%	30%	64%	6%	0%
PD.02 Collaborates with supervisory team and colleagues in broader school community.	2%	53%	40%	0%	4%	52%	46%	2%	0%
PD.03 Demonstrates commitment to regular self-reflection and ability to evaluate effects of teaching on students resulting in revised practice.	2%	68%	30%	0%	0%	66%	32%	2%	0%
PD.04 Makes professional and respectful contributions through school-based activities.	2%	60%	34%	2%	2%	58%	34%	8%	0%
<b>Standard V.c Teaching as a Profession</b>									
	Midterm				Final				
	Yes	No	Not Observed		Yes	No			
TP.01 Maintains records (e.g. performance, attendance, behavior, etc.) in an accurate and timeline manner.	94%	0%	6%		100%	0%			
TP.02 Communicates in a respectful, effective, appropriate, and professional manner with everyone and develops relationships to support students' learning and well-being.	98%	0%	2%		100%	0%			
TP.03 Recognizes and has respect for individual differences with a focus on taking a strengths-based view to identify school and/or community resources to support student learning and well-being.	91%	2%	6%		100%	0%			
TP.04 Is responsible and meets expectations of scheduled commitments, demonstrates professional responsibility, conduct, productivity, effort and adheres to established standards for dress.	100%	0%	0%		100%	0%			
TP.05 Supports a culture of learning that advance knowledge, honor diversities, and promote social justice.	94%	2%	4%		100%	0%			
TP.06 Understands, adheres to, and implements all professional laws, rules, and policies in an ethically and just manner.	98%	2%	0%		100%	0%			
<b>Standard V.a Effective Teaching</b>									
ET.01 Respects and honors varied views, opinions, and approaches and communicates in a sensitive and responsive (timely) manner.	2%	77%	21%	0%	0%	76%	24%	0%	0%
ET.02 Communicates visual, vocal, and verbal enthusiasm, energy, empathy, and understanding.	2%	74%	23%	0%	0%	64%	32%	4%	0%
ET.03 Promotes respectful, participatory classroom learning community in which students assume responsibility for themselves and engage purposefully to become responsible citizens.	2%	68%	30%	0%	0%	58%	36%	6%	0%
ET.04 Is organized with all materials ready and lesson in place.	2%	62%	36%	0%	0%	62%	30%	8%	0%
ET.05 Collaboratively with students, develops clear classroom procedures and expectations.	2%	30%	64%	0%	4%	42%	44%	14%	0%

	Midterm					Final			
	Exemplary	Proficient	Basic	Not Met	Not Observed	Exemplary	Proficient	Basic	Not Met
ET.06 Plans daily and long-range standards-based lessons that include appropriate learning objectives, measurable outcomes, and addresses supporting strategies and activities.	2%	45%	49%	2%	2%	40%	52%	8%	0%
ET.07 Plans reflect deep integrated content knowledge, identified academic language, and disciplinary big ideas (principles and concepts).	2%	49%	45%	4%	0%	64%	28%	8%	0%
ET.08 Infuses principles of differentiation, universal design, theories of language acquisition, and cognitive, affective, and psychomotor domains to plan lessons and instructional activities to meet individual student learning needs (e.g. student language demands, IEPs, 504s, HCL, etc.).	2%	26%	66%	2%	4%	22%	68%	10%	0%
ET.09 Discusses daily learning objectives collaboratively with students addressing relevancy to previous learning, student knowledge, the community, future objectives, etc.	2%	43%	53%	0%	2%	58%	36%	6%	0%
ET.10 Lesson tasks are clearly aligned to learning objectives and outcomes and are appropriately outlined, scaffolded, and include monitoring methods.	2%	64%	32%	2%	0%	54%	40%	6%	0%
ET.11 Lessons encourage and engage students in making connections, construct meaning, engage in critical reflection through aesthetic reasoning, and the analysis and synthesis of varying perspectives.	2%	53%	45%	0%	0%	58%	38%	4%	0%
ET.12 Lessons include content from multiple perspectives (e.g. cultural, ethnic, religious, SES, gender, etc.).	2%	36%	51%	2%	9%	52%	46%	2%	0%
ET.13 Implements principles of effective instruction (e.g., scaffolded, individualized, inquiry-based, rooted in subject matter concepts/academic language, second language acquisition).	2%	45%	49%	2%	2%	40%	50%	10%	0%
ET.14 Represents disciplinary concepts in a variety of ways to engage and support student inquiry and problem solving (e.g., higher level questioning, alternative explanations, modeling, analogies, big ideas, etc.).	2%	38%	57%	0%	2%	38%	54%	8%	0%
ET.15 Maintains lesson focus and student engagement by managing instructional time appropriately "bell-to-bell" (e.g. scanning, wait time, actively listening, using proactive management strategies, providing clear directions, managing smooth transitions, etc.).	2%	28%	68%	2%	0%	46%	42%	12%	0%
ET.16 Provides equitable opportunities for all to participate.	2%	68%	28%	0%	2%	72%	28%	0%	0%
ET.17 Integrates technology to contribute to and enhance learning and meet individual student needs.	2%	77%	19%	0%	2%	58%	34%	8%	0%
ET.18 Consistently develops and uses standards-based formative and summative assessments aligned to objectives and outcomes.	2%	43%	51%	0%	4%	42%	48%	10%	0%
ET.19 Uses assessment information to monitor, analyze, and adjust instruction to meet student needs.	2%	45%	47%	2%	4%	44%	50%	6%	0%
ET.20 Provides regular and timely feedback to students to help guide their learning, goal setting, and understanding of the content and learning objectives.	2%	51%	47%	0%	0%	60%	34%	6%	0%
ET.21 Provides students opportunities to demonstrate their learning in multiple ways.	2%	60%	34%	2%	2%	52%	46%	2%	0%
ET.22 Uses strategies to involve learners in self-assessment to help them become aware of their strengths/needs and encourage them to set personal goals for learning.	2%	36%	49%	0%	13%	36%	58%	6%	0%
ET.23 Communicates progress to students, parents/guardians, supervisory team, and colleagues (as appropriate).	2%	32%	57%	0%	9%	50%	46%	4%	0%

**Secondary Education MIT Programs**  
**2015-2016 Internship Development and Evaluation System Items by Standard V with Detail by Item**  
**N = 48**

	Midterm					Final			
	Exemplary	Proficient	Basic	Not Met	Not Observed	Exemplary	Proficient	Basic	Not Met
<b>Standard V.b Professional Development</b>									
PD.01 Engages in professional development through ongoing goal setting and use of resources and critical inquiry to improve student performance.	0%	36%	61%	0%	2%	41%	52%	7%	0%
PD.02 Collaborates with supervisory team and colleagues in broader school community.	0%	57%	34%	0%	9%	52%	46%	2%	0%
PD.03 Demonstrates commitment to regular self-reflection and ability to evaluate effects of teaching on students resulting in revised practice.	0%	70%	30%	0%	0%	70%	28%	2%	0%
PD.04 Makes professional and respectful contributions through school-based activities.	0%	48%	43%	2%	7%	46%	43%	11%	0%
<b>Standard V.c Teaching as a Profession</b>									
	Midterm			Final					
	Yes	No	Not Observed	Yes	No	Not Observed			
TP.01 Maintains records (e.g. performance, attendance, behavior, etc.) in an accurate and timeline manner.	93%	2%	5%	100%	0%				
TP.02 Communicates in a respectful, effective, appropriate, and professional manner with everyone and develops relationships to support students' learning and well-being.	98%	2%	0%	100%	0%				
TP.03 Recognizes and has respect for individual differences with a focus on taking a strengths-based view to identify school and/or community resources to support student learning and well-being.	93%	2%	5%	100%	0%				
TP.04 Is responsible and meets expectations of scheduled commitments, demonstrates professional responsibility, conduct, productivity, effort and adheres to established standards for dress.	98%	2%	0%	100%	0%				
TP.05 Supports a culture of learning that advance knowledge, honor diversities, and promote social justice.	98%	2%	0%	100%	0%				
TP.06 Understands, adheres to, and implements all professional laws, rules, and policies in an ethically and just manner.	100%	0%	0%	100%	0%				
<b>Standard V.a Effective Teaching</b>									
	Midterm					Final			
	Exemplary	Proficient	Basic	Not Met	Not Observed	Exemplary	Proficient	Basic	Not Met
ET.01 Respects and honors varied views, opinions, and approaches and communicates in a sensitive and responsive (timely) manner.	0%	74%	26%	0%	0%	74%	26%	0%	0%
ET.02 Communicates visual, vocal, and verbal enthusiasm, energy, empathy, and understanding.	0%	77%	23%	0%	0%	74%	24%	2%	0%
ET.03 Promotes respectful, participatory classroom learning community in which students assume responsibility for themselves and engage purposefully to become responsible citizens.	0%	65%	35%	0%	0%	59%	37%	4%	0%
ET.04 Is organized with all materials ready and lesson in place.	0%	70%	28%	0%	2%	63%	26%	11%	0%
ET.05 Collaboratively with students, develops clear classroom procedures and expectations.	0%	37%	56%	0%	7%	37%	57%	7%	0%
ET.06 Plans daily and long-range standards-based lessons that include appropriate learning objectives, measurable outcomes, and addresses supporting strategies and activities.	0%	40%	58%	0%	2%	48%	41%	11%	0%
ET.07 Plans reflect deep integrated content knowledge, identified academic language, and disciplinary big ideas (principles and concepts).	0%	47%	51%	0%	2%	46%	43%	11%	0%

	Midterm					Final			
	Exemplary	Proficient	Basic	Not Met	Not Observed	Exemplary	Proficient	Basic	Not Met
ET.08 Infuses principles of differentiation, universal design, theories of language acquisition, and cognitive, affective, and psychomotor domains to plan lessons and instructional activities to meet individual student learning needs (e.g. student language demands, IEPs, 504s, HCL, etc.).	0%	23%	67%	2%	7%	33%	57%	11%	0%
ET.09 Discusses daily learning objectives collaboratively with students addressing relevancy to previous learning, student knowledge, the community, future objectives, etc.	0%	49%	49%	0%	2%	48%	48%	4%	0%
ET.10 Lesson tasks are clearly aligned to learning objectives and outcomes and are appropriately outlined, scaffolded, and include monitoring methods.	0%	56%	44%	0%	0%	50%	46%	4%	0%
ET.11 Lessons encourage and engage students in making connections, construct meaning, engage in critical reflection through aesthetic reasoning, and the analysis and synthesis of varying perspectives.	0%	53%	47%	0%	0%	65%	35%	0%	0%
ET.12 Lessons include content from multiple perspectives (e.g. cultural, ethnic, religious, SES, gender, etc.).	0%	51%	40%	0%	9%	52%	39%	9%	0%
ET.13 Implements principles of effective instruction (e.g., scaffolded, individualized, inquiry-based, rooted in subject matter concepts/academic language, second language acquisition).	0%	42%	56%	0%	2%	35%	61%	4%	0%
ET.14 Represents disciplinary concepts in a variety of ways to engage and support student inquiry and problem solving (e.g., higher level questioning, alternative explanations, modeling, analogies, big ideas, etc.).	0%	47%	51%	0%	2%	39%	54%	7%	0%
ET.15 Maintains lesson focus and student engagement by managing instructional time appropriately "bell-to-bell" (e.g. scanning, wait time, actively listening, using proactive management strategies, providing clear directions, managing smooth transitions, etc.).	0%	37%	63%	0%	0%	41%	46%	13%	0%
ET.16 Provides equitable opportunities for all to participate.	0%	72%	26%	2%	0%	67%	30%	2%	0%
ET.17 Integrates technology to contribute to and enhance learning and meet individual student needs.	0%	81%	14%	0%	5%	65%	30%	4%	0%
ET.18 Consistently develops and uses standards-based formative and summative assessments aligned to objectives and outcomes.	0%	28%	63%	0%	9%	37%	59%	4%	0%
ET.19 Uses assessment information to monitor, analyze, and adjust instruction to meet student needs.	0%	40%	51%	0%	9%	52%	43%	4%	0%
ET.20 Provides regular and timely feedback to students to help guide their learning, goal setting, and understanding of the content and learning objectives.	0%	63%	30%	0%	7%	57%	39%	4%	0%
ET.21 Provides students opportunities to demonstrate their learning in multiple ways.	0%	63%	37%	0%	0%	61%	35%	4%	0%
ET.22 Uses strategies to involve learners in self-assessment to help them become aware of their strengths/needs and encourage them to set personal goals for learning.	0%	30%	63%	0%	7%	43%	43%	13%	0%
ET.23 Communicates progress to students, parents/guardians, supervisory team, and colleagues (as appropriate).	0%	33%	53%	0%	14%	39%	54%	7%	0%

**Special Education Programs Special Education Internship**  
**2015-2016 Internship Development and Evaluation System Items by Standard V with Detail by Item**  
**N = 45**

	Midterm					Final			
	Exemplary	Proficient	Basic	Not Met	Not Observed	Exemplary	Proficient	Basic	Not Met
<b>Standard V.b Professional Development</b>									
PD.01 Participates in collegial activities designed to make the entire school a productive learning environment.	0%	79%	21%	0%	0%	52%	48%	0%	0%
PD.02 Collaborates with colleagues to obtain feedback and uses it for professional growth.	0%	76%	21%	0%	3%	66%	25%	9%	0%
PD.03 Identifies and draws on school and community resources that foster the understanding of how diversity impacts student learning.	0%	48%	45%	0%	7%	45%	36%	18%	0%
PD.04 Uses student growth data evidence through multiple measures to self-assess and reflect on teaching practices and set on-going professional improvement goals. [This question used Winter and Spring terms only.]	0%	45%	45%	0%	10%	50%	39%	11%	0%
<b>Standard V.c Teaching as a Profession</b>									
	Midterm				Final				
	Yes	No	Not Observed		Yes	No			
TP.01 Meets expectations of scheduled commitments, productivity and effort and adheres to established standards for dress and grooming.	97%	3%	0%		100%	0%			
TP.02 Interacts with everyone in a courteous, fair, sensitive, and professional manner.	100%	0%	0%		100%	0%			
TP.03 Uses effective, appropriate, and professional problem-solving strategies at all times and with all audience.	97%	3%	0%		100%	0%			
TP.04 Establishes respectful communication with parents/guardians and develops relationships to support students' learning and well-being.	79%	3%	17%		100%	0%			
TP.05 Demonstrates an ability to work collaboratively with families, teachers, paraprofessionals, specialists, and members of the greater community.	97%	3%	0%		100%	0%			
TP.06 Understands and adheres to all professional, legal, and ethical responsibilities and policies.	100%	0%	0%		100%	0%			
TP.07 Maintains high expectations for students.	97%	3%	0%		100%	0%			
TP.08 Identifies, plans for, and monitors instructional roles of paraprofessionals.	52%	7%	41%		100%	0%			
<b>Standard V.a Effective Teaching</b>									
	Midterm					Final			
	Exemplary	Proficient	Basic	Not Met	Not Observed	Exemplary	Proficient	Not Met	Unsatisfactory
ET.01 Uses assessment information to plan instruction	0%	52%	45%	0%	3%	55%	32%	14%	0%
ET.02 Identifies and plans for connections among IEP goals, related standards, content objectives, and instructional strategies.	0%	45%	52%	0%	3%	48%	43%	9%	0%
ET.03 Plans for opportunities to teach motivation and self-management.	0%	55%	38%	0%	7%	52%	34%	14%	0%
ET.04 Writes lesson, activity and unit objectives that are clear, specific, measurable, and aligned with students' IEP goals and common core standards.	0%	48%	45%	0%	7%	50%	41%	9%	0%

	Midterm					Final			
	Exemplary	Proficient	Basic	Not Met	Not Observed	Exemplary	Proficient	Not Met	Unsatisfactory
ET.05 Identifies and plans for communication demands of lessons or activities.	0%	69%	24%	0%	7%	43%	45%	11%	0%
ET.06 Selects appropriate instructional models & methods based on content & student skills & needs.	0%	62%	38%	0%	0%	45%	45%	9%	0%
ET.07 Prepares lesson/activity plans that are complete, correct, appropriate, and evidence-based.	0%	59%	38%	0%	3%	52%	39%	9%	0%
ET.08 Implements long range plans.	0%	28%	38%	0%	34%	43%	36%	20%	0%
ET.09 Plans include accommodations and modifications to instruction, curriculum, and management based on individual student strengths and needs.	0%	41%	55%	0%	3%	61%	27%	11%	0%
ET.10 Presentations are interesting; teacher is enthusiastic.	0%	76%	24%	0%	0%	73%	25%	2%	0%
ET.11 Teaches lessons that are sensitive to diverse populations or perspectives.	0%	76%	21%	0%	3%	61%	30%	9%	0%
ET.12 Uses effective openings for lessons and activities.	0%	55%	45%	0%	0%	57%	34%	9%	0%
ET.13 Uses clear, complete and accurate explanations of content.	0%	55%	45%	0%	0%	45%	43%	11%	0%
ET.14 Includes effective demonstrations/modeling whenever necessary.	0%	59%	41%	0%	0%	61%	34%	5%	0%
ET.15 Provides congruent supervised and extended practice opportunities with feedback.	0%	66%	31%	0%	3%	55%	32%	14%	0%
ET.16 Uses a hierarchy of questioning strategies and appropriate error correction.	0%	38%	59%	0%	3%	25%	55%	20%	0%
ET.17 Uses appropriate technology to supplement explanations and demonstrations (including assistive and augmentative technology).	0%	52%	31%	0%	17%	32%	48%	20%	0%
ET.18 Uses a variety of active participation strategies and uses them frequently.	0%	62%	38%	0%	0%	55%	36%	9%	0%
ET.19 Uses a variety of checks for understanding and uses them often (CFUs - formative assessment).	0%	55%	41%	0%	3%	50%	39%	11%	0%
ET.20 Uses a variety of appropriate visual supports to help students access the content.	0%	69%	31%	0%	0%	50%	36%	14%	0%
ET.21 Uses effective closings for lessons and activities.	0%	31%	69%	0%	0%	36%	48%	16%	0%
ET.22 Uses strategies to support language and vocabulary development	0%	62%	38%	0%	0%	45%	43%	11%	0%
ET.23 Creates a warm welcoming environment where all students are respected and included.	0%	90%	10%	0%	0%	77%	20%	2%	0%
ET.24 Designs and implements positive, proactive group management.	0%	66%	34%	0%	0%	57%	30%	14%	0%
ET.25 Designs and implements effective management of individual student behavior.	0%	45%	55%	0%	0%	48%	41%	11%	0%
ET.26 Collects data on both students' academic/social/functional skills.	0%	45%	41%	0%	14%	43%	41%	16%	0%
ET.27 Makes decisions in instruction and management based on student data.	0%	45%	55%	0%	0%	50%	36%	14%	0%
ET.28 Adapts and modifies individualized assessment strategies for students with diverse skill levels, and for those from diverse cultural and linguistic backgrounds.	0%	52%	41%	0%	7%	43%	41%	16%	0%
ET.29 Uses assessment data to modify instruction.	0%	45%	52%	0%	3%	52%	36%	11%	0%
ET.30 Records and reports assessment and evaluation information.	0%	38%	52%	0%	10%	50%	39%	11%	0%
ET.31 Collects and interprets assessment information for Individualized Education Plans (IEPs).	0%	34%	34%	3%	28%	52%	34%	14%	0%
ET.32 Write a draft of an IEP(s) based on student data.	0%	21%	24%	3%	52%	45%	43%	11%	0%



**Special Education Programs Elementary Internship**  
**2015-2016 Internship Development and Evaluation System Items by Standard V with Detail by Item**  
**N = 22**

	Midterm					Final			
	Exem- plary	Profi- cient	Basic	Not Met	Not Observ- ed	Exem- plary	Profi- cient	Basic	Not Met
<b>Standard V.b Professional Development</b>									
PD.01 Reflects upon learning goals, instructional choices, and assessment data when evaluating the outcomes of teaching and learning resulting in revised practice.	13%	50%	38%	0%	0%	74%	26%	0%	0%
PD.02 Collaborates and draws upon professional colleagues and makes use of feedback to support development as a learner/teacher and to generate ideas for professional growth.	13%	75%	13%	0%	0%	89%	11%	0%	0%
<b>Standard V.c Teaching as a Profession</b>									
	Midterm				Final				
	Yes	No	Not Obser- ved		Yes	No			
TP.01 Meets expectations of scheduled commitments, demonstrates professional responsibility, conduct, productivity, effort and adheres to established standards for dress and grooming.	100%	0%	0%		100%	0%			
TP.02 Interacts with people from diverse backgrounds courteously, fairly, and professionally.	100%	0%	0%		100%	0%			
TP.03 Communicates effectively, appropriately and professionally in all forms and to all audiences.	100%	0%	0%		100%	0%			
TP.04 Establishes respectful communication with parents/guardians and develops relationships to support students' learning and well being.	75%	13%	13%		100%	0%			
TP.05 Participates in collegial activities designed to make the entire school a productive learning environment.	100%	0%	0%		100%	0%			
TP.06 Understands and adheres to all professional, legal, and ethical responsibilities and policies.	100%	0%	0%		100%	0%			
<b>Standard V.a Effective Teaching</b>									
	Midterm					Final			
	Exem- plary	Profi- cient	Basic	Not Met	Not Observ- ed	Exem- plary	Profi- cient	Basic	Not Met
ET.01 Evaluates, selects, adapts standards-based teaching resources and curriculum materials to promote student learning.	13%	75%	13%	0%	0%	68%	32%	0%	0%
ET.02 Connects learning experiences to curriculum goals and develops daily and long-range instructional plans.	13%	50%	38%	0%	0%	53%	47%	0%	0%
ET.03 Designs developmentally appropriate learning experiences based on principles of effective instruction (e.g. scaffolded, individualized, inquiry-based, rooted in subject matter concepts/academic language, second language acquisition).	13%	63%	25%	0%	0%	84%	16%	0%	0%

	Midterm					Final			
	Exemplary	Proficient	Basic	Not Met	Not Observed	Exemplary	Proficient	Basic	Not Met
ET.04 Adapts/designs learning experiences that reflect an understanding of students' community and cultural backgrounds and enhance students' sense of their capacity.	13%	63%	25%	0%	0%	53%	47%	0%	0%
ET.05 Designs/chooses variety of instructional strategies/activities/assignments/resources that are aligned with learning goals.	13%	63%	25%	0%	0%	95%	5%	0%	0%
ET.06 Provides for individual students' learning needs by adapting/modifying learning experiences (e.g. differentiation, universal design, theories of language acquisition).	13%	63%	25%	0%	0%	63%	37%	0%	0%
ET.07 Organizes and allocates time, space, activities to meet individual needs and maximize learning.	13%	63%	25%	0%	0%	53%	47%	0%	0%
ET.08 Identifies and uses knowledge of available resources to enhance support for students with exceptional learning needs (e.g. IEP, 504, ELL, HCL, etc.).	13%	63%	25%	0%	0%	68%	32%	0%	0%
ET.09 Facilitates connections between new learning and prior knowledge/schema, skills, etc.	13%	75%	13%	0%	0%	63%	37%	0%	0%
ET.10 Demonstrates subject matter understanding congruent with big ideas of discipline or disciplines.	13%	75%	13%	0%	0%	58%	37%	5%	0%
ET.11 Uses alternative explanations and presents differing perspectives to assist students' understanding and encourage critical thinking.	13%	75%	13%	0%	0%	72%	28%	0%	0%
ET.12 Represents disciplinary concepts in a variety of ways to engage and support student inquiry and learning across the curriculum (e.g., modeling, role playing, examples, analogies).	13%	75%	13%	0%	0%	68%	32%	0%	0%
ET.13 Uses multiple questioning strategies to stimulate discussion.	13%	63%	25%	0%	0%	53%	47%	0%	0%
ET.14 Provides students opportunities to demonstrate their learning in multiple ways.	13%	75%	13%	0%	0%	74%	26%	0%	0%
ET.15 Monitors and adjusts instructional strategies during teaching based on student responses.	13%	75%	13%	0%	0%	74%	26%	0%	0%
ET.16 Integrates technology to contribute to teaching and learning and individual student needs.	13%	75%	13%	0%	0%	63%	37%	0%	0%
ET.17 Uses strategies to involve students in self-assessment to help them become aware of their strengths/needs and encourage them to set personal goals for learning.	13%	38%	38%	0%	13%	47%	53%	0%	0%
ET.18 Collects/uses information about students' experiences, learning behavior, needs, progress from parents, colleagues, and students to impact learning.	13%	63%	25%	0%	0%	53%	47%	0%	0%
ET.19 Develops systematic assessment plan for collecting, analyzing, and using data to modify instruction, communicate progress, and improve students' learning.	13%	13%	75%	0%	0%	47%	53%	0%	0%
ET.20 Develops assessment criteria linked to learning targets and standards.	13%	50%	38%	0%	0%	58%	42%	0%	0%
ET.21 Talks to and listens to students sensitively and responsively and demonstrates ability to "read" and address their concerns.	13%	88%	0%	0%	0%	89%	11%	0%	0%
ET.22 Uses effective discipline practices that are clear, fair, appropriate and consistent.	13%	75%	13%	0%	0%	79%	21%	0%	0%
ET.23 Monitors, analyzes, and adjusts classroom interactions to maintain a positive environment.	13%	75%	13%	0%	0%	74%	26%	0%	0%
ET.24 Promotes respectful, participatory classroom learning community in which students assume responsibility and engage purposefully to become responsible citizens.	13%	63%	25%	0%	0%	79%	21%	0%	0%