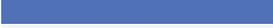


Please describe your role for this evaluation.

#	Answer	Bar	Response	%
1	University Supervisor		77	47.53%
2	Mentor Teacher		82	50.62%
3	Student Intern		3	1.85%
	Total		162	100.00%

## Which certification area applies to this evaluation?

#	Answer	Bar	Response	%
1	Choose one		0	0.00%
2	Art Education		8	4.91%
3	Chemistry		0	0.00%
4	Elementary Education (K-6)		64	39.26%
5	Early Childhood Studies (N-3)		5	3.07%
6	English		9	5.52%
7	French		0	0.00%
8	Health		10	6.13%
9	Life Science		0	0.00%
10	Math		2	1.23%
11	Music		10	6.13%
12	Physical Education		20	12.27%
13	Social Studies		20	12.27%
14	Spanish		0	0.00%
15	Technology Integrator		3	1.84%
16	TESOL		1	0.61%
17	Special Education		0	0.00%
18	Elementary Education K-8		11	6.75%
	Total		163	100.00%

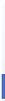
**1. Plans curriculum and instruction based on knowledge of students, subject matter, and curriculum goals. (Ed 610.02c(2); InTASC 7)**

#	Answer	Bar	Response	%
1	Does not meet target: In planning curriculum, does not integrate knowledge of students, subject matter, and curriculum goals. In planning instruction, does not integrate knowledge of students, subject matter, and curriculum goals. Knowledge of students, subject matter, and/or curriculum goals is limited.		0	0.00%
2	Approaching Target: In planning curriculum, integrates knowledge of students, subject matter, and curriculum goals to some extent. In planning instruction, integrates knowledge of students, subject matter, and curriculum goals to some extent. Demonstrates good general knowledge of students, subject matter, and/or curriculum goals.		25	15.34%
3	Target: In planning curriculum, consistently draws on and integrates knowledge of students, subject matter, and curriculum goals. In planning instruction, consistently draws on and integrates knowledge of students, subject matter, and curriculum goals. Demonstrates extensive knowledge of students, subject matter, and curriculum goals.		138	84.66%
	Total		163	100.00%

**2. Individualizes instruction based on the needs of diverse learners. (Ed610.02a (1); InTASC 1)**

#	Answer	Bar	Response	%
1	Does not meet target: Does not apply an understanding of how individual students learn the content. Pays no attention to individualizing instruction to address student differences, but provides same instruction and experiences for all students. Ignores students having difficulty learning or blames them for failing to understand. Does not provide learning experiences that challenge or engage individual learners.		0	0.00%
2	Approaching Target: Applies a growing understanding of how individual students learn the content. Attempts to incorporate knowledge of individual students and adapts instruction to meet their needs. Persists in assisting students who are having difficulty learning. Seeks to provide challenging and engaging learning experiences for individual learners, but is inconsistent in doing so.		27	16.56%
3	Target: Regularly applies an understanding of how individual students learn the content. Is sensitive and attentive to differences in students' learning and addresses these in individualized instruction. Persists in ensuring the success of all students, including those who are having difficulty learning. Consistently provides challenges and engaging learning experiences for all individuals.		136	83.44%
	Total		163	100.00%

**3. Uses a repertoire of effective teaching strategies appropriate to the learner(s), content, and learning goals. (Ed 610.02a(1)a(2)c(3); InTASC 1,2,8)**

#	Answer	Bar	Response	%
1	Does not meet target: Relies heavily on one or two teaching strategies, primarily direct instruction. Does not select teaching strategies that match the needs of the learner, the content, or the learning goals.		2	1.23%
2	Approaching target: Uses a variety of teaching strategies. Attempts to select teaching strategies that match the needs of the learner, the content, and the learning goals, but sometimes misses opportunities to do so or selects inappropriately.		38	23.31%
3	Target: Regularly and effectively uses a variety of teaching strategies. Strategies are well-chosen to match the needs of the learners, the content, and the learning goals.		123	75.46%
	Total		163	100.00%

4. Promotes students' active engagement in learning. (Ed 610.02a(3); c(3); InTASC 3,8)

#	Answer	Bar	Response	%
1	Does not meet target: Does not intellectually engage students in significant learning as a result of inappropriate activities, materials, or content delivery. Seldom involves students in discussion or questioning and is unable to draw upon student ideas to extend their thinking. Provides few opportunities for students to interact with materials or classmates. Makes few or no attempts to relate the content to students' lives and interests.		1	0.61%
2	Approaching target: Generally engages students in learning with appropriate activities, materials, and delivery of content. Involves students in discussion and questioning, with most students participating. Provides frequent opportunities for students to engage with materials and classmates. Frequently relates the content to students' lives and interests, but may miss opportunities to do this more regularly.		22	13.50%
3	Target: Actively engages students in significant learning with meaningful activities, materials, and content. Use of questioning and discussion reflect true interaction with all students participating. Regularly provides opportunities for students to engage with materials and classmates. Meaningfully relates the content to students' lives and interests.		140	85.89%
	Total		163	100.00%

5. Uses a variety of assessment strategies to inform instruction. (Ed 610.02c(1); InTASC 6)

#	Answer	Bar	Response	%
1	<p>Does not meet target: Does not assess student learning regularly or have an assessment plan. Uses only one type of assessment strategy (e.g., tests). Assessment is arbitrary and not connected to instruction and/or learning. Does not make expectations clear for students and students are not sure about how they will be assessed. Provides little or no written or verbal feedback to students, or feedback is perfunctory or not given in a timely manner. Feedback does not encourage student persistence.</p>		0	0.00%
2	<p>Approaching target: Prepares lessons and activities that include plans for assessing student learning. Uses a combination of informal and formal assessment strategies. Connects assessment to instruction and/or learning goals. Gives students a general awareness of how they will be assessed, but may need to provide additional explanation or clarification of expectations. Provides frequent and timely written and verbal feedback for students. Feedback is generally meaningful and encourages student learning.</p>		52	31.90%
3	<p>Target: Routinely integrates assessment of student learning into lessons and throughout daily activities. Comfortably uses a variety of informal and formal assessment strategies, with an emphasis on authentic assessment. Designs and uses assessments to enhance his/her knowledge of students and inform instruction. Provides students with clear expectations and criteria for assessment. Consistently provides frequent, timely, and meaningful written and verbal feedback for students that fosters student learning.</p>		111	68.10%
	Total		163	100.00%

**6. Uses technology effectively to support teaching and learning. (Ed 610.02c(2); InTASC 7)**

#	Answer	Bar	Response	%
1	Does not meet target: Does not use any form of technology to support teaching and learning, or uses it in ways that are meaningless or ineffective.		0	0.00%
2	Approaching target: Uses technology effectively during teaching to present information and enhance and extend lessons. Uses technology, including Intern resources, to research and prepare lessons and learning experiences.		34	20.99%
3	Target: Effectively enhances his or her own and the students' learning by using technology in appropriate and meaningful ways. Uses technology in ways that support authentic assessment. Uses technology to locate resources and enhance own understanding of content. Uses technology to manage professional data. Assists students in using technology effectively and appropriately.		122	75.31%
4	N/A: The opportunity to use technology was not present at this placement.		6	3.70%
	Total		162	100.00%

**7. Uses instructional time effectively. (Ed 610.02c(3); InTASC 8)**

#	Answer	Bar	Response	%
1	Does not meet target: Intern's ineffectiveness is demonstrated based on assessment data that illustrates there is a general lack of student progress toward learning goals.		0	0.00%
2	Approaching target: Intern's effectiveness is demonstrated based on assessment data that illustrates evidence of sustained progress among some students toward learning goals.		45	27.61%
3	Target: Intern's effectiveness is demonstrated based on assessment data that illustrates evidence of sustained progress among all students toward learning goals.		118	72.39%
Total			163	100.00%

**8. Positively affects students' learning. (Ed 610.02c(1); InTASC 6)**

#	Answer	Bar	Response	%
1	Does not meet target: Intern's ineffectiveness is demonstrated based on assessment data that illustrates there is a general lack of student progress toward learning goals.		0	0.00%
2	Approaching target: Intern's effectiveness is demonstrated based on assessment data that illustrates evidence of sustained progress among some students toward learning goals.		33	20.25%
3	Target: Intern's effectiveness is demonstrated based on assessment data that illustrates evidence of sustained progress among all students toward learning goals.		130	79.75%
	Total		163	100.00%

**1. Creates a classroom community that fosters students' intellectual, social, and personal development. (Ed 610.02a(3); InTASC 3)**

#	Answer	Bar	Response	%
1	Does not meet target: Does not demonstrate warmth or sensitivity toward students. Does not make students feel safe or respected. Allows inappropriate comments or actions. Is not responsive to student interests, questions, or concerns. Does not see the connection between positive relationships and teaching and learning. Does not attempt to build positive relationships with and among students.		0	0.00%
2	Approaching target: Demonstrate genuine warmth and caring for students. Creates a learning environment that promotes respect for individual differences of ethnicity, race, language, culture, gender and ability. Is aware of but responds inconsistently to student interests, questions, or concerns. Recognizes that positive interactions with and among students are essential for good teaching and learning and attempts to build positive relationships with and among students.		10	6.17%
3	Target: Demonstrates genuine warmth and caring for students and treats them as individuals worthy of respect. Creates a learning environment that promotes respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability. Is highly responsive to student interests, questions, and concerns. Understands that positive interactions with and among students are essential for good teaching and learning and builds positive relationships with and among students.		152	93.83%
Total			162	100.00%

**2. Sets high expectations and facilitates all students' achievement of expectations. (Ed 610.02a(3); InTASC 3)**

#	Answer	Bar	Response	%
1	Does not meet target: Does not provide equal access to instruction and learning for all students and fails to promote individual self-worth. Does not foster a classroom culture for learning and demonstrates low expectations for student achievement. Demonstrates low commitment to the content and to students' satisfaction in their work.		1	0.62%
2	Approaching Target: Provides equal access to instruction and learning for all students and conveys the attitude that all students are important and have a right to learning opportunities and attention. Establishes a positive classroom culture for learning and sets high expectations for student learning. Displays interest in the content. Encourages students' persistence and satisfaction in their work.		25	15.43%
3	Target: Ensures that all students have equal access to instruction and learning. Demonstrates that the self-worth of the students is important to him/her and makes all students feels valued. Demonstrates a high degree of interest in the content and commitment to individual students' achievement of high expectations. Encourages students' persistence and pride in their work.		136	83.95%
	Total		162	100.00%

**3. Uses classroom management and discipline strategies to create an environment conducive to learning. (Ed 610.02c(3); InTASC 8)**

#	Answer	Bar	Response	%
1	Does not meet target: Does not establish or effectively follow classroom routines and procedures. Manages group or transition times inappropriately or unproductively. Displays favoritism or a lack of sensitivity to the needs of individual students. Uses ineffective classroom management techniques, overly harsh or overly lax, and applies them inconsistently. Often appears to be overwhelmed by classroom management or ignores behavior issues that crop up.		1	0.62%
2	Approaching target: Establishes and follows efficient and effective routines and procedures. Manages group and transition times appropriately. Tries to be sensitive to the needs of individual students but may rely heavily on one-size-fits-all discipline techniques. Treats all students fairly. May lack confidence in his/her classroom management and be dependent on the classroom teacher to address problem behaviors.		44	27.16%
3	Target: Establishes and follows routines and procedures that are designed to support student learning. Manages group and transition times effectively to make optimal use of instructional time. Uses fair, effective and responsive classroom management techniques. Takes a proactive rather than reactive approach to problem behaviors and is sensitive to the needs of individual students. Displays justifiable confidence in his/her classroom management.		117	72.22%
	Total		162	100.00%

**1. Reflects on and evaluates the effects of his/her pedagogical choices and actions on students' learning. (Ed 610.02 d(1); InTASC 9)**

#	Answer	Bar	Response	%
1	Does not meet target: Does not reflect on or evaluate the effects of his/her pedagogical choices and actions on students or these reflections are inaccurate. Is unable to propose ideas for improving instruction. Does not take responsibility for student learning, but attributes success and failure of students to outside factors.		3	1.86%
2	Approaching target: Reflections on the effects of his/her pedagogical choices and actions are generally accurate. Can identify and implement general strategies for improving instruction. Takes responsibility for success of students but often attributes failures to other factors.		22	13.66%
3	Target: Critiques own teaching accurately and perceptively, sets relevant and specific goals, and implements needed changes. Regards difficulties as problems to be solved and takes a researcher's stance in approaching difficulties.		136	84.47%
	Total		161	100.00%

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
1	3	2.83	0.18	0.43	161	161

**2. Reflects on and evaluates the results of student assessment and uses information to inform instruction. (ED 610.02c(1), d(1); InTASC 6,9)**

#	Answer	Bar	Response	%
1	Does not meet target: Demonstrates limited or no use of reflective practice during student assessment.		2	1.23%
2	Approaching target: Demonstrates use of a reflective practice during student assessment. Assesses student performance, reflects and uses student assessment data to inform instruction. Identifies specific strategies for working with students who are not meeting learning goals.		41	25.31%
3	Target: Demonstrates use of a reflective practice during student assessment. Assesses student performance, reflects and uses student assessment data to inform instruction. Identifies specific strategies for working with students who are not meeting learning goals; re-assesses; reflects and uses student assessment data to inform new instruction (Reflective Cycle).		119	73.46%
Total			162	100.00%

**1. Communication. (Ed 610.02c(3); InTASC 8)**

#	Answer	Bar	Response	%
1	Does not meet target: Verbal and nonverbal communication (body language, facial expressions) often conveys lack of interest or disrespect for the audience. Written and/or oral communication does not model standard English or is unclear or inappropriate for the audience.		0	0.00%
2	Approaching target: Verbal and nonverbal communication (body language facial expressions) is respectful but does not always convey interest in the audience. Oral and written communication conforms to standard English and is usually appropriate to the audience, but may sometimes require additional explanations or revisions.		19	11.66%
3	Target: Verbal and nonverbal communication (body language, facial expressions) consistently conveys interest in and respect for the audience (students, colleagues, parents, administrators). Oral and written communications conform to standard English and are clear, accurate, and expressive and appropriate to the audience.		144	88.34%
	Total		163	100.00%

**2. Partnerships. (Ed 610.02d(2); InTASC 10)**

#	Answer	Bar	Response	%
1	Does not meet target. Does not seek out opportunities to interact or collaborate with school colleagues. Interactions with school personnel are negative or self-serving. Does not seek involvement in school and/or district projects and initiatives.		0	0.00%
2	Approaching target. Interactions/collaborations with school staff, parents and others are respectful and professional. Actively and productively participates in school and district projects and initiatives when invited.		16	9.82%
3	Target: Interactions/collaborations with school staff, parents and others are respectful and professional. Takes initiative to actively and productively participate in school and district projects and initiatives.		142	87.12%
4	N/A: This placement did not provide an opportunity for collaboration.		5	3.07%
	Total		163	100.00%

### 3. Professional Development. (Ed 610.02d(1); InTASC 9)

#	Answer	Bar	Response	%
1	Does not meet target: Does not seek feedback and/or responds defensively when it is offered. Does not participate in professional development activities, or participates reluctantly. Does not utilize available resources. Expresses limited commitment to the profession, and does not articulate any professional goals.		0	0.00%
2	Approaching target: Accepts feedback, but does not always seek it out or respond appropriately. Makes some efforts to improve professional practice and participates in professional development activities, mostly on recommendation of others. Is aware of available resources, but uses them inconsistently. Expresses interest in the profession and can describe general professional goals.		14	8.64%
3	Target: Seeks, accepts, and responds to feedback appropriately. Makes continuous efforts to improve professional practice, including using available resources (e.g., colleagues, literature). Demonstrates a commitment to the profession; seeks out and participates in professional development activities; joins professional associations, and attend professional conferences, if possible. Establishes a realistic plan for continued professional growth.		148	91.36%
	Total		162	100.00%

**4. Professional Presentation. (Ed 610.02d(1); InTASC 9)**

#	Answer	Bar	Response	%
1	Does not meet target: Has irregular work habits. Is often late or does not meet commitments. Needs continual prompting from mentor teacher or supervisor to carry out responsibilities. Appears to have little self-confidence or interest in teaching and may appear disengaged. Displays a lack of professionalism in dress, attitude, and/or behaviors and lack of self-awareness of how his/her demeanor appears to others.		1	0.61%
2	Approaching target: Is usually well-prepared and organized. Is punctual and dependable, but needs some encouragement to be resourceful and flexible. Carries out responsibilities with occasional prompting from the mentor teacher or supervisor. Is generally confident about teaching and engaged in his/her responsibilities. Displays appropriate dress, attitude, and behaviors and is aware of the effect of his/her demeanor on others.		17	10.43%
3	Target: Is consistently well-prepared and organized. Is punctual, dependable, resourceful, and flexible. Carries out responsibilities on own initiative. Is poised and confident and fully engaged in his/her responsibilities. Is self-aware and conveys a professional demeanor through his/her dress, attitude, and behaviors.		145	88.96%
Total			163	100.00%

5. Adheres to school and district policies and procedures. (Ed 610.02d(1); InTASC 9)

#	Answer	Bar	Response	%
1	Does not meet target: Is not aware of school and district policies regarding such matters as dress, mandated reporting, maintenance of records, etc., or, if aware, does not adhere to these policies. Does not take the initiative to learn more about school and district policies and procedures. Does not comply with school policies, nor does s/he encourage students to comply with school policies.		0	0.00%
2	Approaching target: Demonstrates awareness of school and district policies and procedures and knows how to access them. Usually knows when it is appropriate to consult school and district policies and procedures before acting, but may need reminding. Complies with school policies and encourages students to comply with school policies.		12	7.41%
3	Target: Takes the initiative to find out about policies and procedures. Is knowledgeable about school and district policies and procedures and knows how to access them. Consults school and district policies and procedures when in doubt about the interpretation of a policy. Complies with school policies. Encourages students to comply with school policies and assists students in understanding the reasons for policies and procedures.		150	92.59%
Total			162	100.00%

**6. Demonstrates ethical behavior. (Ed 610.02 d(1); InTASC 9)**

#	Answer	Bar	Response	%
1	Does not meet target: Does not maintain confidentiality. Shows little or no awareness of ethical standards and does not consider ethical aspects of decision-making. Appears to have few resources for dealing with ethical issues and makes these decisions haphazardly. Does not consistently take responsibility for own actions, but often blames others. Often puts own self-interest above the interest of the students and school community.		0	0.00%
2	Approaching target: Maintains confidentiality. Shows awareness of privacy needs of students, families, and colleagues. Is aware of ethical standards and considers these in making decisions and responding to ethical issues, but needs guidance from mentor teacher or supervisor. Shows awareness of possible consequences of his/her decisions and actions and accepts responsibility for them. Behaves ethically and shows concern for the well-being of students, families, and colleagues.		4	2.45%
3	Target. Maintains confidentiality and respects the privacy needs and concerns of students, families, and colleagues. Is sensitive to ethical issues and considers ethical standards in making decisions and responding to ethical issues. Follows a thoughtful and systematic process in identifying and responding to ethical dilemmas. Takes responsibility for his/her decisions and actions and their consequences. Behaves ethically and in the best interests of students, families, and colleagues.		159	97.55%
	Total		163	100.00%