

Indicators of teaching effectiveness

Student teaching evaluations

2018-2019 Elementary education

InTASC component	Not Sufficient	Approaching Sufficient	Sufficient	Above Sufficient
1. b. The student teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests and needs, and that enables each learner to advance and accelerate his/her learning.	0 0%	3 12%	9 35%	14 54%
1 j. The student teacher takes responsibility for promoting learners' growth and development.	0 0%	3 12%	10 38%	13 50%
2 m. The student teacher recognizes and respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	0 0%	4 15%	10 38%	12 46%
2 b. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.	0 0%	1 4%	12 46%	13 50%
2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	0 0%	4 15%	12 46%	10 38%
3 d. The student teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	0 0%	1 4%	9 35%	16 62%
3 j. The student teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.	1 4%	2 8%	8 31%	16 62%
3 g. The student teacher promotes responsible learner use of interactive	0 0%	3 12%	8 31%	15 58%

technologies to extend the possibilities for learning locally and globally.				
4 j. The student teacher understands major concepts, assumptions, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.	0 0%	1 4%	12 46%	13 50%
4 a. The student teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.	0 0%	1 4%	13 50%	12 46%
4 h. The student teacher creates opportunities for students to learn, practice, and master academic language in their content.	0 0%	1 4%	12 46%	13 50%
4 r. The student teacher is committed to work toward each learner's mastery of disciplinary content and skills.	0 0%	3 12%	8 31%	15 58%
5 b. The student teacher develops and implements learning experiences that engage learners in applying content knowledge	0 0%	2 8%	10 38%	14 54%
5 e. The student teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.	0 0%	2 8%	10 38%	14 54%
5 l. The student teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.	0 0%	3 12%	10 38%	13 50%
5 s. The student teacher fosters flexible learning environments that encourage learner exploration, discovery, critical thinking, and expression across content areas.	0 0%	1 4%	13 50%	14 54%
6 b. The student teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	0 0%	2 8%	14 54%	10 38%
6 e. The student teacher engages learners in multiple ways of	0 0%	5 19%	11 42%	10 38%

demonstrating knowledge and skill as part of the assessment process.				
6 g. The student teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	1 4%	2 8%	13 50%	11 42%
7 a. The student teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	0 0%	1 4%	10 38%	15 58%
7 c. The student teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	0 0%	0 0%	12 46%	14 54%
8 a. The student teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners	0 0%	4 15%	10 38%	12 46%
8 d. The student teacher varies his/her role in the instructional process (e.g.; instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners	0 0%	3 12%	9 35%	14 54%
8 i. The student teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	0 0%	4 15%	11 42%	11 42%
9 j. The student teacher adheres to laws related to learners' rights and teacher responsibilities (e.g.; for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).	0 0%	0 0%	15 58%	7 27%
9 o. The student teacher adheres to expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	0 0%	2 8%	11 42%	13 50%

10 s. The student teacher collaborates with colleagues through interactions that enhance practice and support student learning.	0 0%	2 8%	13 50%	8 31%
10 t. The student teacher engages in the practice of continuous improvement and change.	0 0%	1 4%	15 58%	13 50%

2018-2019 Physical education

InTASC component	Not Sufficient	Approaching Sufficient	Sufficient	Above Sufficient
1. b. The student teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests and needs, and that enables each learner to advance and accelerate his/her learning.	0 0%	0 0%	2 50%	2 50%
1 j. The student teacher takes responsibility for promoting learners' growth and development.	0 0%	0 0%	3 75%	1 25%
2 m. The student teacher recognizes and respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	0 0%	0 0%	3 75%	1 25%
2 b. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.	0 0%	2 50%	2 50%	0 0%
2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	0 0%	0 0%	3 75%	1 25%
3 d. The student teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	0 0%	0 0%	2 50%	2 50%
3 j. The student teacher knows how to help learners work productively and	0	0	3	1

cooperatively with each other to achieve learning goals.	0%	0%	75%	25%
3 g. The student teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.	0 0%	0 0%	2 50%	2 50%
4 j. The student teacher understands major concepts, assumptions, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.	0 0%	0 0%	3 75%	1 25%
4 a. The student teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.	0 0%	0 0%	3 75%	1 25%
4 h. The student teacher creates opportunities for students to learn, practice, and master academic language in their content.	0 0%	0 0%	2 50%	2 50%
4 r. The student teacher is committed to work toward each learner's mastery of disciplinary content and skills.	0 0%	1 25%	2 50%	1 25%
5 b. The student teacher develops and implements learning experiences that engage learners in applying content knowledge	0 0%	0 0%	2 50%	2 50%
5 e. The student teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.	0 0%	0 0%	1 25%	3 75%
5 l. The student teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.	0 0%	0 0%	3 75%	1 25%
5 s. The student teacher fosters flexible learning environments that encourage learner exploration, discovery, critical thinking, and expression across content areas.	0 0%	1 25%	1 25%	2 50%
6 b. The student teacher designs assessments that match learning objectives with assessment methods	0 0%	0 0%	3 75%	1 25%

and minimizes sources of bias that can distort assessment results.				
6 e. The student teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	0 0%	0 0%	3 75%	1 25%
6 g. The student teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	0 0%	0 0%	2 50%	2 50%
7 a. The student teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	0 0%	0 0%	2 50%	2 50%
7 c. The student teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	0 0%	0 0%	2 50%	2 50%
8 a. The student teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners	0 0%	0 0%	2 50%	2 50%
8 d. The student teacher varies his/her role in the instructional process (e.g.; instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners	0 0%	0 0%	2 50%	2 50%
8 i. The student teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	0 0%	1 25%	2 50%	1 25%
9 j. The student teacher adheres to laws related to learners' rights and teacher responsibilities (e.g.; for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).	0 0%	0 0%	0 0%	4 100%

9 o. The student teacher adheres to expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	0 0%	0 0%	0 0%	4 100%
10 s. The student teacher collaborates with colleagues through interactions that enhance practice and support student learning.	0 0%	0 0%	2 50%	2 50%
10 t. The student teacher engages in the practice of continuous improvement and change.	0 0%	0 0%	1 25%	3 75%

2018-2019 Adolescence Education MS

InTASC component	Not Sufficient	Approaching Sufficient	Sufficient	Above Sufficient
1. b. The student teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests and needs, and that enables each learner to advance and accelerate his/her learning.	0 0%	0 0%	5 56%	4 44%
1 j. The student teacher takes responsibility for promoting learners' growth and development.	0 0%	0 0%	2 22%	7 78%
2 m. The student teacher recognizes and respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	0 0%	0 0%	4 44%	5 56%
2 b. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.	0 0%	0 0%	5 56%	4 44%
2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	0 0%	1 11%	6 67%	2 22%
3 d. The student teacher manages the learning environment to actively and equitably engage learners by	0 0%	0 0%	2 22%	7 78%

organizing, allocating, and coordinating the resources of time, space, and learners' attention.				
3 j. The student teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.	0 0%	0 0%	2 22%	7 78%
3 g. The student teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.	0 0%	0 0%	4 44%	5 56%
4 j. The student teacher understands major concepts, assumptions, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.	0 0%	0 0%	5 56%	4 44%
4 a. The student teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.	0 0%	0 0%	2 22%	7 78%
4 h. The student teacher creates opportunities for students to learn, practice, and master academic language in their content.	0 0%	0 0%	5 56%	4 44%
4 r. The student teacher is committed to work toward each learner's mastery of disciplinary content and skills.	0 0%	0 0%	4 44%	5 56%
5 b. The student teacher develops and implements learning experiences that engage learners in applying content knowledge	0 0%	0 0%	3 33%	6 67%
5 e. The student teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.	0 0%	0 0%	1 11%	8 89%
5 l. The student teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.	0 0%	0 0%	3 33%	6 67%
5 s. The student teacher fosters flexible learning environments that encourage learner exploration,	0 0%	0 0%	1 11%	8 89%

discovery, critical thinking, and expression across content areas.				
6 b. The student teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	0 0%	0 0%	7 78%	2 22%
6 e. The student teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	0 0%	0 0%	6 67%	3 33%
6 g. The student teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	0 0%	0 0%	5 56%	4 44%
7 a. The student teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	0 0%	0 0%	2 22%	7 78%
7 c. The student teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	0 0%	0 0%	3 33%	6 67%
8 a. The student teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners	0 0%	0 0%	5 56%	4 44%
8 d. The student teacher varies his/her role in the instructional process (e.g.; instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners	0 0%	0 0%	3 33%	6 67%
8 i. The student teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	0 0%	1 11%	2 22%	6 67%
9 j. The student teacher adheres to laws related to learners' rights and teacher responsibilities (e.g.; for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).	0 0%	0 0%	5 56%	4 44%

9 o. The student teacher adheres to expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	0 0%	0 0%	0 0%	9 100%
10 s. The student teacher collaborates with colleagues through interactions that enhance practice and support student learning.	0 0%	0 0%	7 78%	2 22%
10 t. The student teacher engages in the practice of continuous improvement and change.	0 0%	0 0%	3 33%	6 67%

2018-2019 Adolescence Education BS

InTASC component	Not Sufficient	Approaching Sufficient	Sufficient	Above Sufficient
1. b. The student teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests and needs, and that enables each learner to advance and accelerate his/her learning.	0 0%	0 0%	1 50%	1 50%
1 j. The student teacher takes responsibility for promoting learners' growth and development.	0 0%	0 0%	1 50%	1 50%
2 m. The student teacher recognizes and respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	0 0%	0 0%	1 50%	1 50%
2 b. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.	0 0%	0 0%	1 50%	1 50%
2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	0 0%	1 50%	1 50%	0 0%
3 d. The student teacher manages the learning environment to actively and equitably engage learners by	0 0%	0 0%	1 50%	1 50%

organizing, allocating, and coordinating the resources of time, space, and learners' attention.				
3 j. The student teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.	0 0%	0 0%	2 100%	0 0%
3 g. The student teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.	0 0%	0 0%	2 100%	0 0%
4 j. The student teacher understands major concepts, assumptions, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.	0 0%	0 0%	1 50%	1 50%
4 a. The student teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.	0 0%	0 0%	1 50%	1 50%
4 h. The student teacher creates opportunities for students to learn, practice, and master academic language in their content.	0 0%	0 0%	2 100%	0 0%
4 r. The student teacher is committed to work toward each learner's mastery of disciplinary content and skills.	0 0%	0 0%	0 0%	2 100%
5 b. The student teacher develops and implements learning experiences that engage learners in applying content knowledge	0 0%	0 0%	1 50%	1 50%
5 e. The student teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.	0 0%	0 0%	2 100%	0 0%
5 l. The student teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.	0 0%	0 0%	2 100%	0 0%
5 s. The student teacher fosters flexible learning environments that encourage learner exploration,	0 0%	0 0%	2 100%	0 0%

discovery, critical thinking, and expression across content areas.				
6 b. The student teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	0 0%	0 0%	2 100%	0 0%
6 e. The student teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	0 0%	0 0%	2 100%	0 0%
6 g. The student teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	0 0%	0 0%	2 100%	0 0%
7 a. The student teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	0 0%	0 0%	1 50%	1 50%
7 c. The student teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	0 0%	0 0%	2 100%	0 0%
8 a. The student teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners	0 0%	0 0%	1 50%	1 50%
8 d. The student teacher varies his/her role in the instructional process (e.g.; instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners	0 0%	0 0%	1 50%	1 50%
8 i. The student teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	0 0%	0 0%	2 100%	0 0%
9 j. The student teacher adheres to laws related to learners' rights and teacher responsibilities (e.g.; for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).	0 0%	0 0%	2 100%	0 0%

9 o. The student teacher adheres to expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	0 0%	0 0%	1 50%	1 50%
10 s. The student teacher collaborates with colleagues through interactions that enhance practice and support student learning.	0 0%	0 0%	2 100%	0 0%
10 t. The student teacher engages in the practice of continuous improvement and change.	0 0%	0 0%	1 50%	1 50%