

## 1.4.d4

TWS  
Spring 2014/Fall 2014  
UG and MAT

| 1= Approaching<br>2= Acceptable<br>3= Target                                                                    | Spring 2014 |    |    |       | Fall 2014 |   |    |       |
|-----------------------------------------------------------------------------------------------------------------|-------------|----|----|-------|-----------|---|----|-------|
|                                                                                                                 | N= 52       |    |    |       | N= 36     |   |    |       |
| <b>Assessment Plan</b>                                                                                          |             |    |    |       |           |   |    |       |
|                                                                                                                 | 1           | 2  | 3  | Mean  | 1         | 2 | 3  | Mean  |
| Aligned with learning goals and instruction                                                                     | 0           | 12 | 38 | 2.76  | 0         | 7 | 29 | 2.806 |
| Clarity of criteria and standards for performance                                                               | 0           | 14 | 37 | 2.725 | 0         | 9 | 27 | 2.75  |
| Multiple modes and approaches                                                                                   | 0           | 18 | 33 | 2.647 | 0         | 6 | 30 | 2.833 |
| Technical soundness                                                                                             | 0           | 17 | 34 | 2.667 | 0         | 4 | 32 | 2.889 |
| Adaptations based on the individual needs of students                                                           | 0           | 13 | 36 | 2.735 | 0         | 9 | 27 | 2.75  |
| <b>Contextual Factors</b>                                                                                       |             |    |    |       |           |   |    |       |
|                                                                                                                 | 1           | 2  | 3  | Mean  | 1         | 2 | 3  | Mean  |
| Knowledge of community, school, and classroom factors                                                           | 0           | 7  | 44 | 2.863 | 0         | 3 | 33 | 2.917 |
| Knowledge of characteristics of students                                                                        | 0           | 10 | 42 | 2.808 | 0         | 7 | 29 | 2.806 |
| Knowledge of students' varied approaches to learning                                                            | 0           | 12 | 40 | 2.769 | 0         | 5 | 31 | 2.861 |
| Knowledge of students' skills and prior learning                                                                | 0           | 7  | 45 | 2.865 | 0         | 4 | 32 | 2.889 |
| Implications for instructional planning and assessment                                                          | 0           | 10 | 42 | 2.808 | 0         | 4 | 32 | 2.889 |
| <b>Design for Instruction</b>                                                                                   |             |    |    |       |           |   |    |       |
|                                                                                                                 | 1           | 2  | 3  | Mean  | 1         | 2 | 3  | Mean  |
| Alignment with learning goals                                                                                   | 0           | 9  | 40 | 2.816 | 0         | 2 | 34 | 2.944 |
| Accurate representation of content                                                                              | 0           | 13 | 38 | 2.745 | 0         | 5 | 31 | 2.861 |
| Lessons and unit structure                                                                                      | 0           | 15 | 35 | 2.7   | 0         | 3 | 33 | 2.917 |
| Use of variety of instruction activities, assignments and resources                                             | 0           | 11 | 40 | 2.784 | 0         | 1 | 35 | 2.972 |
| Use of contextual information and data to select appropriate and relevant activities, assignments and resources | 0           | 17 | 34 | 2.667 | 0         | 6 | 30 | 2.833 |
| Use of technology                                                                                               | 0           | 11 | 39 | 2.78  | 0         | 1 | 35 | 2.972 |

| Instructional Decision Making                       |   |    |    |       |   |   |    |       |
|-----------------------------------------------------|---|----|----|-------|---|---|----|-------|
|                                                     | 1 | 2  | 3  | Mean  | 1 | 2 | 3  | Mean  |
| Sound professional practice                         | 0 | 9  | 42 | 2.824 | 0 | 4 | 32 | 2.889 |
| Modifications based on analysis of student learning | 1 | 13 | 37 | 2.706 | 0 | 2 | 34 | 2.944 |
| Congruence between modifications and learning goals | 1 | 13 | 37 | 2.706 | 0 | 4 | 32 | 2.889 |
| Learning Goals                                      |   |    |    |       |   |   |    |       |
|                                                     | 1 | 2  | 3  | Mean  | 1 | 2 | 3  | Mean  |
| Significance, challenge, and variety                | 0 | 10 | 42 | 2.808 | 0 | 3 | 33 | 2.917 |
| Clarity                                             | 0 | 12 | 40 | 2.769 | 0 | 1 | 35 | 2.972 |
| Appropriateness for students                        | 0 | 9  | 43 | 2.827 | 0 | 2 | 34 | 2.944 |
| Alignment with national, state and standards        | 0 | 7  | 45 | 2.865 | 0 | 2 | 34 | 2.944 |
| Reflection and Self Evaluation                      |   |    |    |       |   |   |    |       |
|                                                     | 1 | 2  | 3  | Mean  | 1 | 2 | 3  | Mean  |
| Interpretation of student learning                  | 0 | 12 | 39 | 2.765 | 0 | 3 | 33 | 2.917 |
| Insights on effective instruction and assessment    | 0 | 13 | 38 | 2.745 | 0 | 1 | 35 | 2.972 |
| Alignment among goals, instruction and assessment   | 0 | 17 | 34 | 2.667 | 0 | 3 | 33 | 2.917 |
| Implications for future teaching                    | 1 | 13 | 36 | 2.7   | 0 | 4 | 32 | 2.889 |
| Implications for professional development           | 1 | 16 | 34 | 2.647 | 0 | 3 | 33 | 2.917 |
| Use of Assessment Data                              |   |    |    |       |   |   |    |       |
|                                                     | 1 | 2  | 3  | Mean  | 1 | 2 | 3  | Mean  |
| Clarity and accuracy of presentation                | 0 | 11 | 40 | 2.784 | 0 | 3 | 33 | 2.917 |
| Alignment with learning goals                       | 0 | 19 | 32 | 2.627 | 0 | 8 | 28 | 2.778 |
| Interpretation of data                              | 0 | 20 | 31 | 2.608 | 0 | 4 | 32 | 2.889 |
| Evidence of impact on student learning              | 0 | 19 | 32 | 2.627 | 0 | 4 | 32 | 2.889 |

Spring 2014/Fall 2014  
UG only

| 1= Approaching<br>2= Acceptable<br>3= Target                                                                    | Spring 2014 |   |    |       | Fall 2014 |   |    |       |
|-----------------------------------------------------------------------------------------------------------------|-------------|---|----|-------|-----------|---|----|-------|
|                                                                                                                 | UG          |   |    |       | UG        |   |    |       |
|                                                                                                                 | N= 23       |   |    |       | N= 18     |   |    |       |
| <b>Assessment Plan</b>                                                                                          |             |   |    |       |           |   |    |       |
|                                                                                                                 | 1           | 2 | 3  | Mean  | 1         | 2 | 3  | Mean  |
| Aligned with learning goals and instruction                                                                     | 0           | 4 | 19 | 2.826 | 0         | 1 | 17 | 2.944 |
| Clarity of criteria and standards for performance                                                               | 0           | 6 | 17 | 2.739 | 0         | 2 | 16 | 2.889 |
| Multiple modes and approaches                                                                                   | 0           | 6 | 17 | 2.739 | 0         | 2 | 16 | 2.889 |
| Technical soundness                                                                                             | 0           | 6 | 17 | 2.739 | 0         | 2 | 16 | 2.889 |
| Adaptations based on the individual needs of students                                                           | 0           | 5 | 17 | 2.773 | 0         | 3 | 15 | 2.833 |
| <b>Contextual Factors</b>                                                                                       |             |   |    |       |           |   |    |       |
|                                                                                                                 | 1           | 2 | 3  | Mean  | 1         | 2 | 3  | Mean  |
| Knowledge of community, school, and classroom factors                                                           | 0           | 3 | 20 | 2.87  | 0         | 0 | 18 | 3     |
| Knowledge of characteristics of students                                                                        | 0           | 5 | 18 | 2.783 | 0         | 2 | 16 | 2.889 |
| Knowledge of students' varied approaches to learning                                                            | 0           | 5 | 18 | 2.783 | 0         | 2 | 16 | 2.889 |
| Knowledge of students' skills and prior learning                                                                | 0           | 3 | 20 | 2.87  | 0         | 1 | 17 | 2.944 |
| Implications for instructional planning and assessment                                                          | 0           | 4 | 19 | 2.826 | 0         | 1 | 17 | 2.944 |
| <b>Design for Instruction</b>                                                                                   |             |   |    |       |           |   |    |       |
|                                                                                                                 | 1           | 2 | 3  | Mean  | 1         | 2 | 3  | Mean  |
| Alignment with learning goals                                                                                   | 0           | 3 | 20 | 2.87  | 0         | 0 | 18 | 3     |
| Accurate representation of content                                                                              | 0           | 7 | 16 | 2.696 | 0         | 1 | 17 | 2.944 |
| Lessons and unit structure                                                                                      | 0           | 6 | 17 | 2.739 | 0         | 1 | 17 | 2.944 |
| Use of variety of instruction activities, assignments and resources                                             | 0           | 4 | 19 | 2.826 | 0         | 0 | 18 | 3     |
| Use of contextual information and data to select appropriate and relevant activities, assignments and resources | 0           | 7 | 16 | 2.696 | 0         | 4 | 14 | 2.778 |
| Use of technology                                                                                               | 0           | 3 | 20 | 2.87  | 0         | 0 | 18 | 3     |

| Instructional Decision Making                       |   |    |    |       |   |   |    |       |
|-----------------------------------------------------|---|----|----|-------|---|---|----|-------|
|                                                     | 1 | 2  | 3  | Mean  | 1 | 2 | 3  | Mean  |
| Sound professional practice                         | 0 | 2  | 21 | 2.913 | 0 | 1 | 17 | 2.944 |
| Modifications based on analysis of student learning | 1 | 2  | 20 | 2.826 | 0 | 1 | 17 | 2.944 |
| Congruence between modifications and learning goals | 1 | 2  | 20 | 2.826 | 0 | 1 | 17 | 2.944 |
| Learning Goals                                      |   |    |    |       |   |   |    |       |
|                                                     | 1 | 2  | 3  | Mean  | 1 | 2 | 3  | Mean  |
| Significance, challenge, and variety                | 0 | 3  | 20 | 2.87  | 0 | 1 | 17 | 2.944 |
| Clarity                                             | 0 | 5  | 18 | 2.783 | 0 | 1 | 17 | 2.944 |
| Appropriateness for students                        | 0 | 2  | 21 | 2.913 | 0 | 1 | 17 | 2.944 |
| Alignment with national, state and standards        | 0 | 3  | 20 | 2.87  | 0 | 0 | 18 | 3     |
| Reflection and Self Evaluation                      |   |    |    |       |   |   |    |       |
|                                                     | 1 | 2  | 3  | Mean  | 1 | 2 | 3  | Mean  |
| Interpretation of student learning                  | 0 | 6  | 17 | 2.739 | 0 | 1 | 17 | 2.944 |
| Insights on effective instruction and assessment    | 0 | 5  | 18 | 2.783 | 0 | 0 | 18 | 3     |
| Alignment among goals, instruction and assessment   | 0 | 6  | 17 | 2.739 | 0 | 2 | 16 | 2.889 |
| Implications for future teaching                    | 0 | 4  | 18 | 2.818 | 0 | 1 | 17 | 2.944 |
| Implications for professional development           | 0 | 6  | 17 | 2.739 | 0 | 1 | 17 | 2.944 |
| Use of Assessment Data                              |   |    |    |       |   |   |    |       |
|                                                     | 1 | 2  | 3  | Mean  | 1 | 2 | 3  | Mean  |
| Clarity and accuracy of presentation                | 0 | 4  | 19 | 2.826 | 0 | 1 | 17 | 2.944 |
| Alignment with learning goals                       | 0 | 9  | 14 | 2.609 | 0 | 3 | 15 | 2.833 |
| Interpretation of data                              | 0 | 10 | 13 | 2.565 | 0 | 0 | 18 | 3     |
| Evidence of impact on student learning              | 0 | 10 | 13 | 2.565 | 0 | 0 | 18 | 3     |

TWS  
Spring 2014/Fall 2014  
MAT only

| 1= Approaching<br>2= Acceptable<br>3= Target                                                                    | Spring 2014 |    |    |       | Fall 2014 |   |    |       |
|-----------------------------------------------------------------------------------------------------------------|-------------|----|----|-------|-----------|---|----|-------|
| MAT                                                                                                             | N= 29       |    |    |       | N= 18     |   |    |       |
| <b>Assessment Plan</b>                                                                                          |             |    |    |       |           |   |    |       |
|                                                                                                                 | 1           | 2  | 3  | Mean  | 1         | 2 | 3  | Mean  |
| Aligned with learning goals and instruction                                                                     | 0           | 8  | 20 | 2.714 | 0         | 6 | 12 | 2.667 |
| Clarity of criteria and standards for performance                                                               | 0           | 8  | 21 | 2.724 | 0         | 7 | 11 | 2.611 |
| Multiple modes and approaches                                                                                   | 0           | 12 | 17 | 2.586 | 0         | 4 | 14 | 2.778 |
| Technical soundness                                                                                             | 0           | 12 | 17 | 2.586 | 0         | 2 | 16 | 2.889 |
| Adaptations based on the individual needs of students                                                           | 0           | 8  | 20 | 2.714 | 0         | 6 | 12 | 2.667 |
| <b>Contextual Factors</b>                                                                                       |             |    |    |       |           |   |    |       |
|                                                                                                                 | 1           | 2  | 3  | Mean  | 1         | 2 | 3  | Mean  |
| Knowledge of community, school, and classroom factors                                                           | 0           | 4  | 25 | 2.862 | 0         | 3 | 15 | 2.833 |
| Knowledge of characteristics of students                                                                        | 0           | 5  | 25 | 2.833 | 0         | 5 | 13 | 2.722 |
| Knowledge of students' varied approaches to learning                                                            | 0           | 7  | 23 | 2.767 | 0         | 3 | 15 | 2.833 |
| Knowledge of students' skills and prior learning                                                                | 0           | 5  | 25 | 2.833 | 0         | 3 | 15 | 2.833 |
| Implications for instructional planning and assessment                                                          | 0           | 7  | 23 | 2.767 | 0         | 3 | 15 | 2.833 |
| <b>Design for Instruction</b>                                                                                   |             |    |    |       |           |   |    |       |
|                                                                                                                 | 1           | 2  | 3  | Mean  | 1         | 2 | 3  | Mean  |
| Alignment with learning goals                                                                                   | 0           | 6  | 21 | 2.778 | 0         | 2 | 16 | 2.889 |
| Accurate representation of content                                                                              | 0           | 7  | 22 | 2.759 | 0         | 4 | 14 | 2.778 |
| Lessons and unit structure                                                                                      | 0           | 10 | 18 | 2.643 | 0         | 2 | 16 | 2.889 |
| Use of variety of instruction activities, assignments and resources                                             | 0           | 7  | 22 | 2.759 | 0         | 1 | 17 | 2.944 |
| Use of contextual information and data to select appropriate and relevant activities, assignments and resources | 0           | 11 | 18 | 2.621 | 0         | 2 | 16 | 2.889 |
| Use of technology                                                                                               | 0           | 8  | 20 | 2.714 | 0         | 1 | 17 | 2.944 |

| Instructional Decision Making                       |   |    |    |       |   |   |    |       |
|-----------------------------------------------------|---|----|----|-------|---|---|----|-------|
|                                                     | 1 | 2  | 3  | Mean  | 1 | 2 | 3  | Mean  |
| Sound professional practice                         | 0 | 7  | 22 | 2.759 | 0 | 3 | 15 | 2.833 |
| Modifications based on analysis of student learning | 0 | 11 | 18 | 2.621 | 0 | 1 | 17 | 2.944 |
| Congruence between modifications and learning goals | 0 | 11 | 18 | 2.621 | 0 | 3 | 15 | 2.833 |
| Learning Goals                                      |   |    |    |       |   |   |    |       |
|                                                     | 1 | 2  | 3  | Mean  | 1 | 2 | 3  | Mean  |
| Significance, challenge, and variety                | 0 | 7  | 23 | 2.767 | 0 | 2 | 16 | 2.889 |
| Clarity                                             | 0 | 7  | 23 | 2.767 | 0 | 0 | 18 | 3     |
| Appropriateness for students                        | 0 | 7  | 23 | 2.767 | 0 | 1 | 17 | 2.944 |
| Alignment with national, state and standards        | 0 | 5  | 25 | 2.833 | 0 | 2 | 16 | 2.889 |
| Reflection and Self Evaluation                      |   |    |    |       |   |   |    |       |
|                                                     | 1 | 2  | 3  | Mean  | 1 | 2 | 3  | Mean  |
| Interpretation of student learning                  | 0 | 7  | 22 | 2.759 | 0 | 2 | 16 | 2.889 |
| Insights on effective instruction and assessment    | 0 | 8  | 21 | 2.724 | 0 | 1 | 17 | 2.944 |
| Alignment among goals, instruction and assessment   | 0 | 12 | 17 | 2.586 | 0 | 1 | 17 | 2.944 |
| Implications for future teaching                    | 1 | 10 | 18 | 2.586 | 0 | 3 | 15 | 2.833 |
| Implications for professional development           | 1 | 11 | 17 | 2.552 | 0 | 2 | 16 | 2.889 |
| Use of Assessment Data                              |   |    |    |       |   |   |    |       |
|                                                     | 1 | 2  | 3  | Mean  | 1 | 2 | 3  | Mean  |
| Clarity and accuracy of presentation                | 0 | 7  | 22 | 2.759 | 0 | 2 | 16 | 2.889 |
| Alignment with learning goals                       | 0 | 10 | 19 | 2.655 | 0 | 5 | 13 | 2.722 |
| Interpretation of data                              | 0 | 11 | 18 | 2.621 | 0 | 4 | 14 | 2.778 |
| Evidence of impact on student learning              | 0 | 10 | 19 | 2.655 | 0 | 4 | 14 | 2.778 |

TWS  
Spring 2014/Fall 2014  
UG by Program

| 1= Approaching<br>2= Acceptable<br>3= Target                                                                    | Spring 2014  |   |   |      | Fall 2014   |   |   |       |
|-----------------------------------------------------------------------------------------------------------------|--------------|---|---|------|-------------|---|---|-------|
|                                                                                                                 | N= 10        |   |   |      | N= 8        |   |   |       |
| <b>ELE</b>                                                                                                      | <b>N= 10</b> |   |   |      | <b>N= 8</b> |   |   |       |
| <b>Assessment Plan</b>                                                                                          |              |   |   |      |             |   |   |       |
|                                                                                                                 | 1            | 2 | 3 | Mean | 1           | 2 | 3 | Mean  |
| Aligned with learning goals and instruction                                                                     | 0            | 1 | 9 | 2.9  | 0           | 1 | 7 | 2.875 |
| Clarity of criteria and standards for performance                                                               | 0            | 1 | 9 | 2.9  | 0           | 0 | 8 | 3     |
| Multiple modes and approaches                                                                                   | 0            | 3 | 7 | 2.7  | 0           | 0 | 8 | 3     |
| Technical soundness                                                                                             | 0            | 1 | 9 | 2.9  | 0           | 1 | 7 | 2.875 |
| Adaptations based on the individual needs of students                                                           | 0            | 1 | 9 | 2.9  | 0           | 0 | 8 | 3     |
| <b>Contextual Factors</b>                                                                                       |              |   |   |      |             |   |   |       |
|                                                                                                                 | 1            | 2 | 3 | Mean | 1           | 2 | 3 | Mean  |
| Knowledge of community, school, and classroom factors                                                           | 0            | 1 | 9 | 2.9  | 0           | 0 | 8 | 3     |
| Knowledge of characteristics of students                                                                        | 0            | 2 | 8 | 2.8  | 0           | 0 | 8 | 3     |
| Knowledge of students' varied approaches to learning                                                            | 0            | 1 | 9 | 2.9  | 0           | 0 | 8 | 3     |
| Knowledge of students' skills and prior learning                                                                | 0            | 1 | 9 | 2.9  | 0           | 0 | 8 | 3     |
| Implications for instructional planning and assessment                                                          | 0            | 1 | 9 | 2.9  | 0           | 0 | 8 | 3     |
| <b>Design for Instruction</b>                                                                                   |              |   |   |      |             |   |   |       |
|                                                                                                                 | 1            | 2 | 3 | Mean | 1           | 2 | 3 | Mean  |
| Alignment with learning goals                                                                                   | 0            | 1 | 9 | 2.9  | 0           | 0 | 8 | 3     |
| Accurate representation of content                                                                              | 0            | 3 | 7 | 2.7  | 0           | 0 | 8 | 3     |
| Lessons and unit structure                                                                                      | 0            | 2 | 8 | 2.8  | 0           | 0 | 8 | 3     |
| Use of variety of instruction activities, assignments and resources                                             | 0            | 2 | 8 | 2.8  | 0           | 0 | 8 | 3     |
| Use of contextual information and data to select appropriate and relevant activities, assignments and resources | 0            | 1 | 9 | 2.9  | 0           | 0 | 8 | 3     |
| Use of technology                                                                                               | 0            | 1 | 9 | 2.9  | 0           | 0 | 8 | 3     |

| Instructional Decision Making                       |   |   |   |      |   |   |   |       |
|-----------------------------------------------------|---|---|---|------|---|---|---|-------|
|                                                     | 1 | 2 | 3 | Mean | 1 | 2 | 3 | Mean  |
| Sound professional practice                         | 0 | 1 | 9 | 2.9  | 0 | 1 | 7 | 2.875 |
| Modifications based on analysis of student learning | 0 | 1 | 9 | 2.9  | 0 | 0 | 8 | 3     |
| Congruence between modifications and learning goals | 0 | 1 | 9 | 2.9  | 0 | 0 | 8 | 3     |
| Learning Goals                                      |   |   |   |      |   |   |   |       |
|                                                     | 1 | 2 | 3 | Mean | 1 | 2 | 3 | Mean  |
| Significance, challenge, and variety                | 0 | 1 | 9 | 2.9  | 0 | 0 | 8 | 3     |
| Clarity                                             | 0 | 1 | 9 | 2.9  | 0 | 0 | 8 | 3     |
| Appropriateness for students                        | 0 | 1 | 9 | 2.9  | 0 | 0 | 8 | 3     |
| Alignment with national, state and standards        | 0 | 1 | 9 | 2.9  | 0 | 0 | 8 | 3     |
| Reflection and Self Evaluation                      |   |   |   |      |   |   |   |       |
|                                                     | 1 | 2 | 3 | Mean | 1 | 2 | 3 | Mean  |
| Interpretation of student learning                  | 0 | 1 | 9 | 2.9  | 0 | 0 | 8 | 3     |
| Insights on effective instruction and assessment    | 0 | 2 | 8 | 2.8  | 0 | 0 | 8 | 3     |
| Alignment among goals, instruction and assessment   | 0 | 2 | 8 | 2.8  | 0 | 0 | 8 | 3     |
| Implications for future teaching                    | 0 | 1 | 9 | 2.9  | 0 | 0 | 8 | 3     |
| Implications for professional development           | 0 | 2 | 8 | 2.8  | 0 | 0 | 8 | 3     |
| Use of Assessment Data                              |   |   |   |      |   |   |   |       |
|                                                     | 1 | 2 | 3 | Mean | 1 | 2 | 3 | Mean  |
| Clarity and accuracy of presentation                | 0 | 1 | 9 | 2.9  | 0 | 0 | 8 | 3     |
| Alignment with learning goals                       | 0 | 2 | 8 | 2.8  | 0 | 1 | 7 | 2.875 |
| Interpretation of data                              | 0 | 2 | 8 | 2.8  | 0 | 0 | 8 | 3     |
| Evidence of impact on student learning              | 0 | 3 | 7 | 2.7  | 0 | 0 | 8 | 3     |



| IM ELE                                                                                                          | N= 2 |   |   |      | N= 2 |   |   |      |
|-----------------------------------------------------------------------------------------------------------------|------|---|---|------|------|---|---|------|
| <b>Assessment Plan</b>                                                                                          |      |   |   |      |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Aligned with learning goals and instruction                                                                     | 0    | 1 | 1 | 2.5  | 0    | 0 | 2 | 3    |
| Clarity of criteria and standards for performance                                                               | 0    | 1 | 1 | 2.5  | 0    | 0 | 2 | 3    |
| Multiple modes and approaches                                                                                   | 0    | 1 | 1 | 2.5  | 0    | 0 | 2 | 3    |
| Technical soundness                                                                                             | 0    | 1 | 1 | 2.5  | 0    | 1 | 1 | 2.5  |
| Adaptations based on the individual needs of students                                                           | 0    | 1 | 1 | 2.5  | 0    | 0 | 2 | 3    |
| <b>Contextual Factors</b>                                                                                       |      |   |   |      |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Knowledge of community, school, and classroom factors                                                           | 0    | 0 | 2 | 3    | 0    | 0 | 2 | 3    |
| Knowledge of characteristics of students                                                                        | 0    | 0 | 2 | 3    | 0    | 0 | 2 | 3    |
| Knowledge of students' varied approaches to learning                                                            | 0    | 0 | 2 | 3    | 0    | 0 | 2 | 3    |
| Knowledge of students' skills and prior learning                                                                | 0    | 0 | 2 | 3    | 0    | 0 | 2 | 3    |
| Implications for instructional planning and assessment                                                          | 0    | 0 | 2 | 3    | 0    | 0 | 2 | 3    |
| <b>Design for Instruction</b>                                                                                   |      |   |   |      |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Alignment with learning goals                                                                                   | 0    | 1 | 1 | 2.5  | 0    | 0 | 2 | 3    |
| Accurate representation of content                                                                              | 0    | 0 | 2 | 3    | 0    | 0 | 2 | 3    |
| Lessons and unit structure                                                                                      | 0    | 1 | 1 | 2.5  | 0    | 1 | 1 | 2.5  |
| Use of variety of instruction activities, assignments and resources                                             | 0    | 1 | 1 | 2.5  | 0    | 0 | 2 | 3    |
| Use of contextual information and data to select appropriate and relevant activities, assignments and resources | 0    | 1 | 1 | 2.5  | 0    | 0 | 2 | 3    |
| Use of technology                                                                                               | 0    | 1 | 1 | 2.5  | 0    | 0 | 2 | 3    |

| Instructional Decision Making                       |   |   |   |      |   |   |   |      |
|-----------------------------------------------------|---|---|---|------|---|---|---|------|
|                                                     | 1 | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Sound professional practice                         | 0 | 1 | 1 | 2.5  | 0 | 0 | 2 | 3    |
| Modifications based on analysis of student learning | 1 | 0 | 1 | 2    | 0 | 0 | 2 | 3    |
| Congruence between modifications and learning goals | 1 | 0 | 1 | 2    | 0 | 0 | 2 | 3    |
| Learning Goals                                      |   |   |   |      |   |   |   |      |
|                                                     | 1 | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Significance, challenge, and variety                | 0 | 1 | 1 | 2.5  | 0 | 1 | 1 | 2.5  |
| Clarity                                             | 0 | 1 | 1 | 2.5  | 0 | 0 | 2 | 3    |
| Appropriateness for students                        | 0 | 0 | 2 | 3    | 0 | 0 | 2 | 3    |
| Alignment with national, state and standards        | 0 | 1 | 1 | 2.5  | 0 | 0 | 2 | 3    |
| Reflection and Self Evaluation                      |   |   |   |      |   |   |   |      |
|                                                     | 1 | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Interpretation of student learning                  | 0 | 1 | 1 | 2.5  | 0 | 0 | 2 | 3    |
| Insights on effective instruction and assessment    | 0 | 1 | 1 | 2.5  | 0 | 0 | 2 | 3    |
| Alignment among goals, instruction and assessment   | 0 | 1 | 1 | 2.5  | 0 | 0 | 2 | 3    |
| Implications for future teaching                    | 0 | 1 | 0 | 2    | 0 | 0 | 2 | 3    |
| Implications for professional development           | 0 | 1 | 1 | 2.5  | 0 | 0 | 2 | 3    |
| Use of Assessment Data                              |   |   |   |      |   |   |   |      |
|                                                     | 1 | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Clarity and accuracy of presentation                | 0 | 1 | 1 | 2.5  | 0 | 0 | 2 | 3    |
| Alignment with learning goals                       | 0 | 1 | 1 | 2.5  | 0 | 0 | 2 | 3    |
| Interpretation of data                              | 0 | 1 | 1 | 2.5  | 0 | 0 | 2 | 3    |
| Evidence of impact on student learning              | 0 | 1 | 1 | 2.5  | 0 | 0 | 2 | 3    |

| 6-12 ENGL                                                                                                       | N= 5 |   |   |      | N= 1 |   |   |      |
|-----------------------------------------------------------------------------------------------------------------|------|---|---|------|------|---|---|------|
| <b>Assessment Plan</b>                                                                                          |      |   |   |      |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Aligned with learning goals and instruction                                                                     | 0    | 1 | 4 | 2.8  | 0    | 0 | 1 | 3    |
| Clarity of criteria and standards for performance                                                               | 0    | 2 | 3 | 2.6  | 0    | 1 | 0 | 2    |
| Multiple modes and approaches                                                                                   | 0    | 1 | 4 | 2.8  | 0    | 1 | 0 | 2    |
| Technical soundness                                                                                             | 0    | 1 | 4 | 2.8  | 0    | 0 | 1 | 3    |
| Adaptations based on the individual needs of students                                                           | 0    | 1 | 4 | 2.8  | 0    | 1 | 0 | 2    |
| <b>Contextual Factors</b>                                                                                       |      |   |   |      |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Knowledge of community, school, and classroom factors                                                           | 0    | 1 | 4 | 2.8  | 0    | 0 | 1 | 3    |
| Knowledge of characteristics of students                                                                        | 0    | 1 | 4 | 2.8  | 0    | 0 | 1 | 3    |
| Knowledge of students' varied approaches to learning                                                            | 0    | 1 | 4 | 2.8  | 0    | 0 | 1 | 3    |
| Knowledge of students' skills and prior learning                                                                | 0    | 1 | 4 | 2.8  | 0    | 0 | 1 | 3    |
| Implications for instructional planning and assessment                                                          | 0    | 1 | 4 | 2.8  | 0    | 0 | 1 | 3    |
| <b>Design for Instruction</b>                                                                                   |      |   |   |      |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Alignment with learning goals                                                                                   | 0    | 1 | 4 | 2.8  | 0    | 0 | 1 | 3    |
| Accurate representation of content                                                                              | 0    | 1 | 4 | 2.8  | 0    | 0 | 1 | 3    |
| Lessons and unit structure                                                                                      | 0    | 1 | 4 | 2.8  | 0    | 0 | 1 | 3    |
| Use of variety of instruction activities, assignments and resources                                             | 0    | 0 | 5 | 3    | 0    | 0 | 1 | 3    |
| Use of contextual information and data to select appropriate and relevant activities, assignments and resources | 0    | 1 | 4 | 2.8  | 0    | 1 | 0 | 2    |
| Use of technology                                                                                               | 0    | 0 | 5 | 3    | 0    | 0 | 1 | 3    |

| Instructional Decision Making                       |   |   |   |      |   |   |   |      |
|-----------------------------------------------------|---|---|---|------|---|---|---|------|
|                                                     | 1 | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Sound professional practice                         | 0 | 0 | 5 | 3    | 0 | 0 | 1 | 3    |
| Modifications based on analysis of student learning | 0 | 1 | 4 | 2.8  | 0 | 0 | 1 | 3    |
| Congruence between modifications and learning goals | 0 | 0 | 5 | 3    | 0 | 0 | 1 | 3    |
| Learning Goals                                      |   |   |   |      |   |   |   |      |
|                                                     | 1 | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Significance, challenge, and variety                | 0 | 1 | 4 | 2.8  | 0 | 0 | 1 | 3    |
| Clarity                                             | 0 | 1 | 4 | 2.8  | 0 | 0 | 1 | 3    |
| Appropriateness for students                        | 0 | 0 | 5 | 3    | 0 | 0 | 1 | 3    |
| Alignment with national, state and standards        | 0 | 0 | 5 | 3    | 0 | 0 | 1 | 3    |
| Reflection and Self Evaluation                      |   |   |   |      |   |   |   |      |
|                                                     | 1 | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Interpretation of student learning                  | 0 | 1 | 4 | 2.8  | 0 | 0 | 1 | 3    |
| Insights on effective instruction and assessment    | 0 | 1 | 4 | 2.8  | 0 | 0 | 1 | 3    |
| Alignment among goals, instruction and assessment   | 0 | 1 | 4 | 2.8  | 0 | 0 | 1 | 3    |
| Implications for future teaching                    | 0 | 0 | 5 | 3    | 0 | 0 | 1 | 3    |
| Implications for professional development           | 0 | 0 | 5 | 3    | 0 | 0 | 1 | 3    |
| Use of Assessment Data                              |   |   |   |      |   |   |   |      |
|                                                     | 1 | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Clarity and accuracy of presentation                | 0 | 0 | 5 | 3    | 0 | 0 | 1 | 3    |
| Alignment with learning goals                       | 0 | 2 | 3 | 2.6  | 0 | 0 | 1 | 3    |
| Interpretation of data                              | 0 | 3 | 2 | 2.4  | 0 | 0 | 1 | 3    |
| Evidence of impact on student learning              | 0 | 2 | 3 | 2.6  | 0 | 0 | 1 | 3    |

| 6-12 SS                                                                                                         | N= 5 |   |   |      | N= 2 |   |   |      |
|-----------------------------------------------------------------------------------------------------------------|------|---|---|------|------|---|---|------|
| <b>Assessment Plan</b>                                                                                          |      |   |   |      |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Aligned with learning goals and instruction                                                                     | 0    | 1 | 4 | 2.8  | 0    | 0 | 2 | 3    |
| Clarity of criteria and standards for performance                                                               | 0    | 2 | 3 | 2.6  | 0    | 0 | 2 | 3    |
| Multiple modes and approaches                                                                                   | 0    | 1 | 4 | 2.8  | 0    | 0 | 2 | 3    |
| Technical soundness                                                                                             | 0    | 2 | 3 | 2.6  | 0    | 0 | 2 | 3    |
| Adaptations based on the individual needs of students                                                           | 0    | 2 | 2 | 2.5  | 0    | 0 | 2 | 3    |
| <b>Contextual Factors</b>                                                                                       |      |   |   |      |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Knowledge of community, school, and classroom factors                                                           | 0    | 1 | 4 | 2.8  | 0    | 0 | 2 | 3    |
| Knowledge of characteristics of students                                                                        | 0    | 2 | 3 | 2.6  | 0    | 0 | 2 | 3    |
| Knowledge of students' varied approaches to learning                                                            | 0    | 3 | 2 | 2.4  | 0    | 0 | 2 | 3    |
| Knowledge of students' skills and prior learning                                                                | 0    | 0 | 5 | 3    | 0    | 0 | 2 | 3    |
| Implications for instructional planning and assessment                                                          | 0    | 1 | 4 | 2.8  | 0    | 0 | 2 | 3    |
| <b>Design for Instruction</b>                                                                                   |      |   |   |      |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Alignment with learning goals                                                                                   | 0    | 0 | 5 | 3    | 0    | 0 | 2 | 3    |
| Accurate representation of content                                                                              | 0    | 2 | 3 | 2.6  | 0    | 0 | 2 | 3    |
| Lessons and unit structure                                                                                      | 0    | 1 | 4 | 2.8  | 0    | 0 | 2 | 3    |
| Use of variety of instruction activities, assignments and resources                                             | 0    | 1 | 4 | 2.8  | 0    | 0 | 2 | 3    |
| Use of contextual information and data to select appropriate and relevant activities, assignments and resources | 0    | 3 | 2 | 2.4  | 0    | 0 | 2 | 3    |
| Use of technology                                                                                               | 0    | 1 | 4 | 2.8  | 0    | 0 | 2 | 3    |

| Instructional Decision Making                       |   |   |   |      |   |   |   |      |
|-----------------------------------------------------|---|---|---|------|---|---|---|------|
|                                                     | 1 | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Sound professional practice                         | 0 | 0 | 5 | 3    | 0 | 0 | 2 | 3    |
| Modifications based on analysis of student learning | 0 | 0 | 5 | 3    | 0 | 0 | 2 | 3    |
| Congruence between modifications and learning goals | 0 | 1 | 4 | 2.8  | 0 | 0 | 2 | 3    |
| Learning Goals                                      |   |   |   |      |   |   |   |      |
|                                                     | 1 | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Significance, challenge, and variety                | 0 | 0 | 5 | 3    | 0 | 0 | 2 | 3    |
| Clarity                                             | 0 | 2 | 3 | 2.6  | 0 | 0 | 2 | 3    |
| Appropriateness for students                        | 0 | 1 | 4 | 2.8  | 0 | 0 | 2 | 3    |
| Alignment with national, state and standards        | 0 | 0 | 5 | 3    | 0 | 0 | 2 | 3    |
| Reflection and Self Evaluation                      |   |   |   |      |   |   |   |      |
|                                                     | 1 | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Interpretation of student learning                  | 0 | 2 | 3 | 2.6  | 0 | 0 | 2 | 3    |
| Insights on effective instruction and assessment    | 0 | 1 | 4 | 2.8  | 0 | 0 | 2 | 3    |
| Alignment among goals, instruction and assessment   | 0 | 1 | 4 | 2.8  | 0 | 0 | 2 | 3    |
| Implications for future teaching                    | 0 | 1 | 4 | 2.8  | 0 | 0 | 2 | 3    |
| Implications for professional development           | 0 | 2 | 3 | 2.6  | 0 | 0 | 2 | 3    |
| Use of Assessment Data                              |   |   |   |      |   |   |   |      |
|                                                     | 1 | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Clarity and accuracy of presentation                | 0 | 2 | 3 | 2.6  | 0 | 0 | 2 | 3    |
| Alignment with learning goals                       | 0 | 4 | 1 | 2.2  | 0 | 0 | 2 | 3    |
| Interpretation of data                              | 0 | 3 | 2 | 2.4  | 0 | 0 | 2 | 3    |
| Evidence of impact on student learning              | 0 | 3 | 2 | 2.4  | 0 | 0 | 2 | 3    |

| 6-12 MATH                                                                                         | N= 0 |   |   |      | N= 2 |   |   |      |
|---------------------------------------------------------------------------------------------------|------|---|---|------|------|---|---|------|
| <b>Assessment Plan</b>                                                                            |      |   |   |      |      |   |   |      |
|                                                                                                   | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Aligned with learning goals and instruction                                                       | N/A  |   |   |      | 0    | 0 | 2 | 3    |
| Clarity of criteria and standards for performance                                                 |      |   |   |      | 0    | 0 | 2 | 3    |
| Multiple modes and approaches                                                                     |      |   |   |      | 0    | 0 | 2 | 3    |
| Technical soundness                                                                               |      |   |   |      | 0    | 0 | 2 | 3    |
| Adaptations based on the individual needs of students                                             |      |   |   |      | 0    | 1 | 1 | 2.5  |
| <b>Contextual Factors</b>                                                                         |      |   |   |      |      |   |   |      |
|                                                                                                   | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Knowledge of community, school, and classroom factors                                             | N/A  |   |   |      | 0    | 0 | 2 | 3    |
| Knowledge of characteristics of students                                                          |      |   |   |      | 0    | 1 | 1 | 2.5  |
| Knowledge of students' varied approaches to learning                                              |      |   |   |      | 0    | 0 | 2 | 3    |
| Knowledge of students' skills and prior learning                                                  |      |   |   |      | 0    | 0 | 2 | 3    |
| Implications for instructional planning and assessment                                            |      |   |   |      | 0    | 0 | 2 | 3    |
| <b>Design for Instruction</b>                                                                     |      |   |   |      |      |   |   |      |
|                                                                                                   | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Alignment with learning goals                                                                     | N/A  |   |   |      | 0    | 0 | 2 | 3    |
| Accurate representation of content                                                                |      |   |   |      | 0    | 0 | 2 | 3    |
| Lessons and unit structure                                                                        |      |   |   |      | 0    | 0 | 2 | 3    |
| Use of variety of instruction activities, assignments and resources                               |      |   |   |      | 0    | 0 | 2 | 3    |
| Use of contextual information and data to select appropriate and relevant activities, assignments |      |   |   |      | 0    | 1 | 1 | 2.5  |
| Use of technology                                                                                 |      |   |   |      | 0    | 0 | 2 | 3    |

| Instructional Decision Making                       |     |   |   |      |   |   |   |      |
|-----------------------------------------------------|-----|---|---|------|---|---|---|------|
|                                                     | 1   | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Sound professional practice                         | N/A |   |   |      | 0 | 0 | 2 | 3    |
| Modifications based on analysis of student learning |     |   |   |      | 0 | 0 | 2 | 3    |
| Congruence between modifications and learning goals |     |   |   |      | 0 | 0 | 2 | 3    |
| Learning Goals                                      |     |   |   |      |   |   |   |      |
|                                                     | 1   | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Significance, challenge, and variety                | N/A |   |   |      | 0 | 0 | 2 | 3    |
| Clarity                                             |     |   |   |      | 0 | 0 | 2 | 3    |
| Appropriateness for students                        |     |   |   |      | 0 | 1 | 1 | 2.5  |
| Alignment with national, state and standards        |     |   |   |      | 0 | 0 | 2 | 3    |
| Reflection and Self Evaluation                      |     |   |   |      |   |   |   |      |
|                                                     | 1   | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Interpretation of student learning                  | N/A |   |   |      | 0 | 0 | 2 | 3    |
| Insights on effective instruction and assessment    |     |   |   |      | 0 | 0 | 2 | 3    |
| Alignment among goals, instruction and assessment   |     |   |   |      | 0 | 1 | 1 | 2.5  |
| Implications for future teaching                    |     |   |   |      | 0 | 0 | 2 | 3    |
| Implications for professional development           |     |   |   |      | 0 | 1 | 1 | 2.5  |
| Use of Assessment Data                              |     |   |   |      |   |   |   |      |
|                                                     | 1   | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Clarity and accuracy of presentation                | N/A |   |   |      | 0 | 1 | 1 | 2.5  |
| Alignment with learning goals                       |     |   |   |      | 0 | 1 | 1 | 2.5  |
| Interpretation of data                              |     |   |   |      | 0 | 0 | 2 | 3    |
| Evidence of impact on student learning              |     |   |   |      | 0 | 0 | 2 | 3    |



| 6-12 BIO                                                                                                        | N= 0 |   |   |      | N= 1 |   |   |      |
|-----------------------------------------------------------------------------------------------------------------|------|---|---|------|------|---|---|------|
| <b>Assessment Plan</b>                                                                                          |      |   |   |      |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Aligned with learning goals and instruction                                                                     | N/A  |   |   |      | 0    | 0 | 1 | 3    |
| Clarity of criteria and standards for performance                                                               |      |   |   |      | 0    | 0 | 1 | 3    |
| Multiple modes and approaches                                                                                   |      |   |   |      | 0    | 0 | 1 | 3    |
| Technical soundness                                                                                             |      |   |   |      | 0    | 0 | 1 | 3    |
| Adaptations based on the individual needs of students                                                           |      |   |   |      | 0    | 0 | 1 | 3    |
| <b>Contextual Factors</b>                                                                                       |      |   |   |      |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Knowledge of community, school, and classroom factors                                                           | N/A  |   |   |      | 0    | 0 | 1 | 3    |
| Knowledge of characteristics of students                                                                        |      |   |   |      | 0    | 1 | 0 | 2    |
| Knowledge of students' varied approaches to learning                                                            |      |   |   |      | 0    | 1 | 0 | 2    |
| Knowledge of students' skills and prior learning                                                                |      |   |   |      | 0    | 0 | 1 | 3    |
| Implications for instructional planning and assessment                                                          |      |   |   |      | 0    | 1 | 0 | 2    |
| <b>Design for Instruction</b>                                                                                   |      |   |   |      |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Alignment with learning goals                                                                                   | N/A  |   |   |      | 0    | 0 | 1 | 3    |
| Accurate representation of content                                                                              |      |   |   |      | 0    | 1 | 0 | 2    |
| Lessons and unit structure                                                                                      |      |   |   |      | 0    | 0 | 1 | 3    |
| Use of variety of instruction activities, assignments and resources                                             |      |   |   |      | 0    | 0 | 1 | 3    |
| Use of contextual information and data to select appropriate and relevant activities, assignments and resources |      |   |   |      | 0    | 1 | 0 | 2    |
| Use of technology                                                                                               |      |   |   |      | 0    | 0 | 1 | 3    |

| Instructional Decision Making                       |     |   |   |      |   |   |   |      |
|-----------------------------------------------------|-----|---|---|------|---|---|---|------|
|                                                     | 1   | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Sound professional practice                         | N/A |   |   |      | 0 | 0 | 1 | 3    |
| Modifications based on analysis of student learning |     |   |   |      | 0 | 1 | 0 | 2    |
| Congruence between modifications and learning goals |     |   |   |      | 0 | 0 | 1 | 3    |
| Learning Goals                                      |     |   |   |      |   |   |   |      |
|                                                     | 1   | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Significance, challenge, and variety                | N/A |   |   |      | 0 | 0 | 1 | 3    |
| Clarity                                             |     |   |   |      | 0 | 1 | 0 | 2    |
| Appropriateness for students                        |     |   |   |      | 0 | 0 | 1 | 3    |
| Alignment with national, state and standards        |     |   |   |      | 0 | 0 | 1 | 3    |
| Reflection and Self Evaluation                      |     |   |   |      |   |   |   |      |
|                                                     | 1   | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Interpretation of student learning                  | N/A |   |   |      | 0 | 1 | 0 | 2    |
| Insights on effective instruction and assessment    |     |   |   |      | 0 | 0 | 1 | 3    |
| Alignment among goals, instruction and assessment   |     |   |   |      | 0 | 1 | 0 | 2    |
| Implications for future teaching                    |     |   |   |      | 0 | 1 | 0 | 2    |
| Implications for professional development           |     |   |   |      | 0 | 0 | 1 | 3    |
| Use of Assessment Data                              |     |   |   |      |   |   |   |      |
|                                                     | 1   | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Clarity and accuracy of presentation                | N/A |   |   |      | 0 | 0 | 1 | 3    |
| Alignment with learning goals                       |     |   |   |      | 0 | 1 | 0 | 2    |
| Interpretation of data                              |     |   |   |      | 0 | 0 | 1 | 3    |
| Evidence of impact on student learning              |     |   |   |      | 0 | 0 | 1 | 3    |

| 6-12 Earth and Env. Sci.                                                                                        | N= 0 |   |   |      | N= 1 |   |   |      |
|-----------------------------------------------------------------------------------------------------------------|------|---|---|------|------|---|---|------|
| <b>Assessment Plan</b>                                                                                          |      |   |   |      |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Aligned with learning goals and instruction                                                                     | N/A  |   |   |      | 0    | 0 | 1 | 3    |
| Clarity of criteria and standards for performance                                                               |      |   |   |      | 0    | 0 | 1 | 3    |
| Multiple modes and approaches                                                                                   |      |   |   |      | 0    | 0 | 1 | 3    |
| Technical soundness                                                                                             |      |   |   |      | 0    | 0 | 1 | 3    |
| Adaptations based on the individual needs of students                                                           |      |   |   |      | 0    | 0 | 1 | 3    |
| <b>Contextual Factors</b>                                                                                       |      |   |   |      |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Knowledge of community, school, and classroom factors                                                           | N/A  |   |   |      | 0    | 0 | 1 | 3    |
| Knowledge of characteristics of students                                                                        |      |   |   |      | 0    | 0 | 1 | 3    |
| Knowledge of students' varied approaches to learning                                                            |      |   |   |      | 0    | 0 | 1 | 3    |
| Knowledge of students' skills and prior learning                                                                |      |   |   |      | 0    | 0 | 1 | 3    |
| Implications for instructional planning and assessment                                                          |      |   |   |      | 0    | 0 | 1 | 3    |
| <b>Design for Instruction</b>                                                                                   |      |   |   |      |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Alignment with learning goals                                                                                   | N/A  |   |   |      | 0    | 0 | 1 | 3    |
| Accurate representation of content                                                                              |      |   |   |      | 0    | 0 | 1 | 3    |
| Lessons and unit structure                                                                                      |      |   |   |      | 0    | 0 | 1 | 3    |
| Use of variety of instruction activities, assignments and resources                                             |      |   |   |      | 0    | 0 | 1 | 3    |
| Use of contextual information and data to select appropriate and relevant activities, assignments and resources |      |   |   |      | 0    | 0 | 1 | 3    |
| Use of technology                                                                                               |      |   |   |      | 0    | 0 | 1 | 3    |

| Instructional Decision Making                       |     |     |   |      |     |   |   |      |
|-----------------------------------------------------|-----|-----|---|------|-----|---|---|------|
|                                                     | 1   | 2   | 3 | Mean | 1   | 2 | 3 | Mean |
| Sound professional practice                         | N/A |     |   |      | 0   | 0 | 1 | 3    |
| Modifications based on analysis of student learning |     |     |   |      | 0   | 0 | 1 | 3    |
| Congruence between modifications and learning goals |     |     |   |      | 0   | 0 | 1 | 3    |
| Learning Goals                                      |     |     |   |      |     |   |   |      |
|                                                     | 1   | 2   | 3 | Mean | 1   | 2 | 3 | Mean |
| Significance, challenge, and variety                | N/A |     |   |      | 0   | 0 | 1 | 3    |
| Clarity                                             |     |     |   |      | 0   | 0 | 1 | 3    |
| Appropriateness for students                        |     |     |   |      | 0   | 0 | 1 | 3    |
| Alignment with national, state and standards        |     |     |   |      | 0   | 0 | 1 | 3    |
| Reflection and Self Evaluation                      |     |     |   |      |     |   |   |      |
|                                                     | 1   | 2   | 3 | Mean | 1   | 2 | 3 | Mean |
| Interpretation of student learning                  | N/A |     |   |      | 0   | 0 | 1 | 3    |
| Insights on effective instruction and assessment    |     |     |   |      | 0   | 0 | 1 | 3    |
| Alignment among goals, instruction and assessment   |     |     |   |      | 0   | 0 | 1 | 3    |
| Implications for future teaching                    |     |     |   |      | 0   | 0 | 1 | 3    |
| Implications for professional development           |     |     |   |      | 0   | 0 | 1 | 3    |
| Use of Assessment Data                              |     |     |   |      |     |   |   |      |
|                                                     | 1   | 2   | 3 | Mean | 1   | 2 | 3 | Mean |
| Clarity and accuracy of presentation                | N/A |     |   |      | 0   | 0 | 1 | 3    |
| Alignment with learning goals                       |     |     |   |      | 0   | 0 | 1 | 3    |
| Interpretation of data                              |     |     |   |      | 0   | 0 | 1 | 3    |
| Evidence of impact on student learning              |     |     |   |      | 0   | 0 | 1 | 3    |
| 6-12 Chemistry                                      |     | N=0 |   |      | N=0 |   |   |      |

TWS  
Spring 2014/Fall 2014  
MAT by Program

| ELE                                                                                                             | N= 7 |   |   |       | N= 3 |   |   |       |
|-----------------------------------------------------------------------------------------------------------------|------|---|---|-------|------|---|---|-------|
| <b>Assessment Plan</b>                                                                                          |      |   |   |       |      |   |   |       |
|                                                                                                                 | 1    | 2 | 3 | Mean  | 1    | 2 | 3 | Mean  |
| Aligned with learning goals and instruction                                                                     | 0    | 0 | 7 | 3     | 0    | 1 | 2 | 2.667 |
| Clarity of criteria and standards for performance                                                               | 0    | 0 | 7 | 3     | 0    | 2 | 1 | 2.333 |
| Multiple modes and approaches                                                                                   | 0    | 1 | 6 | 2.857 | 0    | 1 | 2 | 2.667 |
| Technical soundness                                                                                             | 0    | 0 | 7 | 3     | 0    | 0 | 3 | 3     |
| Adaptations based on the individual needs of students                                                           | 0    | 0 | 7 | 3     | 0    | 1 | 2 | 2.667 |
| <b>Contextual Factors</b>                                                                                       |      |   |   |       |      |   |   |       |
|                                                                                                                 | 1    | 2 | 3 | Mean  | 1    | 2 | 3 | Mean  |
| Knowledge of community, school, and classroom factors                                                           | 0    | 1 | 5 | 2.833 | 0    | 0 | 3 | 3     |
| Knowledge of characteristics of students                                                                        | 0    | 0 | 6 | 3     | 0    | 0 | 3 | 3     |
| Knowledge of students' varied approaches to learning                                                            | 0    | 0 | 6 | 3     | 0    | 0 | 3 | 3     |
| Knowledge of students' skills and prior learning                                                                | 0    | 0 | 6 | 3     | 0    | 0 | 3 | 3     |
| Implications for instructional planning and assessment                                                          | 0    | 0 | 6 | 3     | 0    | 0 | 3 | 3     |
| <b>Design for Instruction</b>                                                                                   |      |   |   |       |      |   |   |       |
|                                                                                                                 | 1    | 2 | 3 | Mean  | 1    | 2 | 3 | Mean  |
| Alignment with learning goals                                                                                   | 0    | 0 | 7 | 3     | 0    | 0 | 3 | 3     |
| Accurate representation of content                                                                              | 0    | 0 | 7 | 3     | 0    | 0 | 3 | 3     |
| Lessons and unit structure                                                                                      | 0    | 0 | 7 | 3     | 0    | 0 | 3 | 3     |
| Use of variety of instruction activities, assignments and resources                                             | 0    | 0 | 7 | 3     | 0    | 0 | 3 | 3     |
| Use of contextual information and data to select appropriate and relevant activities, assignments and resources | 0    | 1 | 6 | 2.857 | 0    | 0 | 3 | 3     |
| Use of technology                                                                                               | 0    | 0 | 7 | 3     | 0    | 0 | 3 | 3     |

| Instructional Decision Making                       |   |   |   |       |   |   |   |      |
|-----------------------------------------------------|---|---|---|-------|---|---|---|------|
|                                                     | 1 | 2 | 3 | Mean  | 1 | 2 | 3 | Mean |
| Sound professional practice                         | 0 | 1 | 6 | 2.857 | 0 | 0 | 3 | 3    |
| Modifications based on analysis of student learning | 0 | 1 | 6 | 2.857 | 0 | 0 | 3 | 3    |
| Congruence between modifications and learning goals | 0 | 1 | 6 | 2.857 | 0 | 0 | 3 | 3    |
| Learning Goals                                      |   |   |   |       |   |   |   |      |
|                                                     | 1 | 2 | 3 | Mean  | 1 | 2 | 3 | Mean |
| Significance, challenge, and variety                | 0 | 0 | 7 | 3     | 0 | 0 | 3 | 3    |
| Clarity                                             | 0 | 0 | 7 | 3     | 0 | 0 | 3 | 3    |
| Appropriateness for students                        | 0 | 1 | 6 | 2.857 | 0 | 0 | 3 | 3    |
| Alignment with national, state and standards        | 0 | 0 | 7 | 3     | 0 | 0 | 3 | 3    |
| Reflection and Self Evaluation                      |   |   |   |       |   |   |   |      |
|                                                     | 1 | 2 | 3 | Mean  | 1 | 2 | 3 | Mean |
| Interpretation of student learning                  | 0 | 0 | 7 | 3     | 0 | 0 | 3 | 3    |
| Insights on effective instruction and assessment    | 0 | 1 | 6 | 2.857 | 0 | 0 | 3 | 3    |
| Alignment among goals, instruction and assessment   | 0 | 0 | 7 | 3     | 0 | 0 | 3 | 3    |
| Implications for future teaching                    | 1 | 1 | 5 | 2.571 | 0 | 0 | 3 | 3    |
| Implications for professional development           | 1 | 0 | 6 | 2.714 | 0 | 0 | 3 | 3    |
| Use of Assessment Data                              |   |   |   |       |   |   |   |      |
|                                                     | 1 | 2 | 3 | Mean  | 1 | 2 | 3 | Mean |
| Clarity and accuracy of presentation                | 0 | 1 | 6 | 2.857 | 0 | 0 | 3 | 3    |
| Alignment with learning goals                       | 0 | 0 | 7 | 3     | 0 | 0 | 3 | 3    |
| Interpretation of data                              | 0 | 0 | 7 | 3     | 0 | 0 | 3 | 3    |
| Evidence of impact on student learning              | 0 | 0 | 7 | 3     | 0 | 0 | 3 | 3    |

| IMELE                                                                                                           | N= 13 |   |    |       | N= 2 |   |   |      |
|-----------------------------------------------------------------------------------------------------------------|-------|---|----|-------|------|---|---|------|
| <b>Assessment Plan</b>                                                                                          |       |   |    |       |      |   |   |      |
|                                                                                                                 | 1     | 2 | 3  | Mean  | 1    | 2 | 3 | Mean |
| Aligned with learning goals and instruction                                                                     | 0     | 3 | 10 | 2.769 | 0    | 2 | 0 | 2    |
| Clarity of criteria and standards for performance                                                               | 0     | 2 | 11 | 2.846 | 0    | 1 | 1 | 2.5  |
| Multiple modes and approaches                                                                                   | 0     | 5 | 8  | 2.615 | 0    | 2 | 0 | 2    |
| Technical soundness                                                                                             | 0     | 6 | 7  | 2.538 | 0    | 1 | 1 | 2.5  |
| Adaptations based on the individual needs of students                                                           | 0     | 3 | 9  | 2.75  | 0    | 0 | 2 | 3    |
| <b>Contextual Factors</b>                                                                                       |       |   |    |       |      |   |   |      |
|                                                                                                                 | 1     | 2 | 3  | Mean  | 1    | 2 | 3 | Mean |
| Knowledge of community, school, and classroom factors                                                           | 0     | 2 | 10 | 2.833 | 0    | 0 | 2 | 3    |
| Knowledge of characteristics of students                                                                        | 0     | 3 | 10 | 2.769 | 0    | 0 | 2 | 3    |
| Knowledge of students' varied approaches to learning                                                            | 0     | 4 | 9  | 2.692 | 0    | 0 | 2 | 3    |
| Knowledge of students' skills and prior learning                                                                | 0     | 2 | 11 | 2.846 | 0    | 0 | 2 | 3    |
| Implications for instructional planning and assessment                                                          | 0     | 3 | 10 | 2.769 | 0    | 0 | 2 | 3    |
| <b>Design for Instruction</b>                                                                                   |       |   |    |       |      |   |   |      |
|                                                                                                                 | 1     | 2 | 3  | Mean  | 1    | 2 | 3 | Mean |
| Alignment with learning goals                                                                                   | 0     | 2 | 9  | 2.818 | 0    | 0 | 2 | 3    |
| Accurate representation of content                                                                              | 0     | 2 | 11 | 2.846 | 0    | 0 | 2 | 3    |
| Lessons and unit structure                                                                                      | 0     | 5 | 7  | 2.583 | 0    | 0 | 2 | 3    |
| Use of variety of instruction activities, assignments and resources                                             | 0     | 3 | 10 | 2.769 | 0    | 0 | 2 | 3    |
| Use of contextual information and data to select appropriate and relevant activities, assignments and resources | 0     | 4 | 9  | 2.692 | 0    | 0 | 2 | 3    |
| Use of technology                                                                                               | 0     | 5 | 7  | 2.583 | 0    | 0 | 2 | 3    |

| Instructional Decision Making                       |   |   |    |       |   |   |   |      |
|-----------------------------------------------------|---|---|----|-------|---|---|---|------|
|                                                     | 1 | 2 | 3  | Mean  | 1 | 2 | 3 | Mean |
| Sound professional practice                         | 0 | 2 | 11 | 2.846 | 0 | 1 | 1 | 2.5  |
| Modifications based on analysis of student learning | 0 | 5 | 8  | 2.615 | 0 | 0 | 2 | 3    |
| Congruence between modifications and learning goals | 0 | 5 | 8  | 2.615 | 0 | 0 | 2 | 3    |
| Learning Goals                                      |   |   |    |       |   |   |   |      |
|                                                     | 1 | 2 | 3  | Mean  | 1 | 2 | 3 | Mean |
| Significance, challenge, and variety                | 0 | 4 | 9  | 2.692 | 0 | 0 | 2 | 3    |
| Clarity                                             | 0 | 3 | 10 | 2.769 | 0 | 0 | 2 | 3    |
| Appropriateness for students                        | 0 | 3 | 10 | 2.769 | 0 | 0 | 2 | 3    |
| Alignment with national, state and standards        | 0 | 2 | 11 | 2.846 | 0 | 0 | 2 | 3    |
| Reflection and Self Evaluation                      |   |   |    |       |   |   |   |      |
|                                                     | 1 | 2 | 3  | Mean  | 1 | 2 | 3 | Mean |
| Interpretation of student learning                  | 0 | 3 | 10 | 2.769 | 0 | 0 | 2 | 3    |
| Insights on effective instruction and assessment    | 0 | 4 | 9  | 2.692 | 0 | 0 | 2 | 3    |
| Alignment among goals, instruction and assessment   | 0 | 6 | 7  | 2.538 | 0 | 0 | 2 | 3    |
| Implications for future teaching                    | 0 | 4 | 9  | 2.692 | 0 | 0 | 2 | 3    |
| Implications for professional development           | 0 | 6 | 7  | 2.538 | 0 | 0 | 2 | 3    |
| Use of Assessment Data                              |   |   |    |       |   |   |   |      |
|                                                     | 1 | 2 | 3  | Mean  | 1 | 2 | 3 | Mean |
| Clarity and accuracy of presentation                | 0 | 2 | 11 | 2.846 | 0 | 1 | 1 | 2.5  |
| Alignment with learning goals                       | 0 | 4 | 9  | 2.692 | 0 | 1 | 1 | 2.5  |
| Interpretation of data                              | 0 | 5 | 8  | 2.615 | 0 | 2 | 0 | 2    |
| Evidence of impact on student learning              | 0 | 4 | 9  | 2.692 | 0 | 1 | 1 | 2.5  |



| 6-12 BIO                                                                                                        | N= 1 |   |   |      | N= 1 |   |   |      |
|-----------------------------------------------------------------------------------------------------------------|------|---|---|------|------|---|---|------|
| <b>Assessment Plan</b>                                                                                          |      |   |   |      |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Aligned with learning goals and instruction                                                                     | 0    | 0 | 1 | 3    | 0    | 0 | 1 | 3    |
| Clarity of criteria and standards for performance                                                               | 0    | 1 | 0 | 2    | 0    | 1 | 0 | 2    |
| Multiple modes and approaches                                                                                   | 0    | 1 | 0 | 2    | 0    | 0 | 1 | 3    |
| Technical soundness                                                                                             | 0    | 1 | 0 | 2    | 0    | 0 | 1 | 3    |
| Adaptations based on the individual needs of students                                                           | 0    | 1 | 0 | 2    | 0    | 0 | 1 | 3    |
| <b>Contextual Factors</b>                                                                                       |      |   |   |      |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Knowledge of community, school, and classroom factors                                                           | 0    | 0 | 1 | 3    | 0    | 0 | 1 | 3    |
| Knowledge of characteristics of students                                                                        | 0    | 1 | 0 | 2    | 0    | 1 | 0 | 2    |
| Knowledge of students' varied approaches to learning                                                            | 0    | 1 | 0 | 2    | 0    | 0 | 1 | 3    |
| Knowledge of students' skills and prior learning                                                                | 0    | 0 | 1 | 3    | 0    | 0 | 1 | 3    |
| Implications for instructional planning and assessment                                                          | 0    | 1 | 0 | 2    | 0    | 0 | 1 | 3    |
| <b>Design for Instruction</b>                                                                                   |      |   |   |      |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Alignment with learning goals                                                                                   | 0    | 1 | 0 | 2    | 0    | 0 | 1 | 3    |
| Accurate representation of content                                                                              | 0    | 1 | 0 | 2    | 0    | 1 | 0 | 2    |
| Lessons and unit structure                                                                                      | 0    | 1 | 0 | 2    | 0    | 0 | 1 | 3    |
| Use of variety of instruction activities, assignments and resources                                             | 0    | 1 | 0 | 2    | 0    | 0 | 1 | 3    |
| Use of contextual information and data to select appropriate and relevant activities, assignments and resources | 0    | 1 | 0 | 2    | 0    | 0 | 1 | 3    |
| Use of technology                                                                                               | 0    | 1 | 0 | 2    | 0    | 0 | 1 | 3    |

| Instructional Decision Making                       |   |   |   |      |   |   |   |      |
|-----------------------------------------------------|---|---|---|------|---|---|---|------|
|                                                     | 1 | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Sound professional practice                         | 0 | 1 | 0 | 2    | 0 | 0 | 1 | 3    |
| Modifications based on analysis of student learning | 0 | 1 | 0 | 2    | 0 | 0 | 1 | 3    |
| Congruence between modifications and learning goals | 0 | 1 | 0 | 2    | 0 | 1 | 0 | 2    |
| Learning Goals                                      |   |   |   |      |   |   |   |      |
|                                                     | 1 | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Significance, challenge, and variety                | 0 | 1 | 0 | 2    | 0 | 1 | 0 | 2    |
| Clarity                                             | 0 | 1 | 0 | 2    | 0 | 0 | 1 | 3    |
| Appropriateness for students                        | 0 | 1 | 0 | 2    | 0 | 0 | 1 | 3    |
| Alignment with national, state and standards        | 0 | 0 | 1 | 3    | 0 | 0 | 1 | 3    |
| Reflection and Self Evaluation                      |   |   |   |      |   |   |   |      |
|                                                     | 1 | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Interpretation of student learning                  | 0 | 1 | 0 | 2    | 0 | 0 | 1 | 3    |
| Insights on effective instruction and assessment    | 0 | 1 | 0 | 2    | 0 | 0 | 1 | 3    |
| Alignment among goals, instruction and assessment   | 0 | 1 | 0 | 2    | 0 | 0 | 1 | 3    |
| Implications for future teaching                    | 0 | 1 | 0 | 2    | 0 | 0 | 1 | 3    |
| Implications for professional development           | 0 | 1 | 0 | 2    | 0 | 1 | 0 | 2    |
| Use of Assessment Data                              |   |   |   |      |   |   |   |      |
|                                                     | 1 | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Clarity and accuracy of presentation                | 0 | 1 | 0 | 2    | 0 | 0 | 1 | 3    |
| Alignment with learning goals                       | 0 | 1 | 0 | 2    | 0 | 1 | 0 | 2    |
| Interpretation of data                              | 0 | 1 | 0 | 2    | 0 | 0 | 1 | 3    |
| Evidence of impact on student learning              | 0 | 1 | 0 | 2    | 0 | 0 | 1 | 3    |

| 6-12 ENGL                                                                                                       | N= 4 |   |   |       | N= 4 |   |   |      |
|-----------------------------------------------------------------------------------------------------------------|------|---|---|-------|------|---|---|------|
| <b>Assessment Plan</b>                                                                                          |      |   |   |       |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean  | 1    | 2 | 3 | Mean |
| Aligned with learning goals and instruction                                                                     | 0    | 3 | 1 | 2.25  | 0    | 2 | 2 | 2.5  |
| Clarity of criteria and standards for performance                                                               | 0    | 3 | 1 | 2.25  | 0    | 1 | 3 | 2.75 |
| Multiple modes and approaches                                                                                   | 0    | 3 | 1 | 2.25  | 0    | 0 | 4 | 3    |
| Technical soundness                                                                                             | 0    | 3 | 1 | 2.25  | 0    | 0 | 4 | 3    |
| Adaptations based on the individual needs of students                                                           | 0    | 3 | 1 | 2.25  | 0    | 3 | 1 | 2.25 |
| <b>Contextual Factors</b>                                                                                       |      |   |   |       |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean  | 1    | 2 | 3 | Mean |
| Knowledge of community, school, and classroom factors                                                           | 0    | 1 | 5 | 2.833 | 0    | 1 | 3 | 2.75 |
| Knowledge of characteristics of students                                                                        | 0    | 1 | 5 | 2.833 | 0    | 2 | 2 | 2.5  |
| Knowledge of students' varied approaches to learning                                                            | 0    | 1 | 5 | 2.833 | 0    | 1 | 3 | 2.75 |
| Knowledge of students' skills and prior learning                                                                | 0    | 1 | 5 | 2.833 | 0    | 1 | 3 | 2.75 |
| Implications for instructional planning and assessment                                                          | 0    | 1 | 5 | 2.833 | 0    | 1 | 3 | 2.75 |
| <b>Design for Instruction</b>                                                                                   |      |   |   |       |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean  | 1    | 2 | 3 | Mean |
| Alignment with learning goals                                                                                   | 0    | 2 | 2 | 2.5   | 0    | 1 | 3 | 2.75 |
| Accurate representation of content                                                                              | 0    | 3 | 1 | 2.25  | 0    | 1 | 3 | 2.75 |
| Lessons and unit structure                                                                                      | 0    | 3 | 1 | 2.25  | 0    | 0 | 4 | 3    |
| Use of variety of instruction activities, assignments and resources                                             | 0    | 2 | 2 | 2.5   | 0    | 1 | 3 | 2.75 |
| Use of contextual information and data to select appropriate and relevant activities, assignments and resources | 0    | 3 | 1 | 2.25  | 0    | 1 | 3 | 2.75 |
| Use of technology                                                                                               | 0    | 2 | 2 | 2.5   | 0    | 0 | 4 | 3    |

| Instructional Decision Making                       |   |   |   |      |   |   |   |      |
|-----------------------------------------------------|---|---|---|------|---|---|---|------|
|                                                     | 1 | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Sound professional practice                         | 0 | 3 | 1 | 2.25 | 0 | 0 | 4 | 3    |
| Modifications based on analysis of student learning | 0 | 3 | 1 | 2.25 | 0 | 0 | 4 | 3    |
| Congruence between modifications and learning goals | 0 | 3 | 1 | 2.25 | 0 | 2 | 2 | 2.5  |
| Learning Goals                                      |   |   |   |      |   |   |   |      |
|                                                     | 1 | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Significance, challenge, and variety                | 0 | 1 | 4 | 2.8  | 0 | 0 | 4 | 3    |
| Clarity                                             | 0 | 3 | 2 | 2.4  | 0 | 0 | 4 | 3    |
| Appropriateness for students                        | 0 | 2 | 3 | 2.6  | 0 | 0 | 4 | 3    |
| Alignment with national, state and standards        | 0 | 2 | 3 | 2.6  | 0 | 0 | 4 | 3    |
| Reflection and Self Evaluation                      |   |   |   |      |   |   |   |      |
|                                                     | 1 | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Interpretation of student learning                  | 0 | 1 | 3 | 2.75 | 0 | 1 | 3 | 2.75 |
| Insights on effective instruction and assessment    | 0 | 2 | 2 | 2.5  | 0 | 1 | 3 | 2.75 |
| Alignment among goals, instruction and assessment   | 0 | 3 | 1 | 2.25 | 0 | 0 | 4 | 3    |
| Implications for future teaching                    | 0 | 2 | 2 | 2.5  | 0 | 1 | 3 | 2.75 |
| Implications for professional development           | 0 | 3 | 1 | 2.25 | 0 | 0 | 4 | 3    |
| Use of Assessment Data                              |   |   |   |      |   |   |   |      |
|                                                     | 1 | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Clarity and accuracy of presentation                | 0 | 3 | 1 | 2.25 | 0 | 0 | 4 | 3    |
| Alignment with learning goals                       | 0 | 3 | 1 | 2.25 | 0 | 2 | 2 | 2.5  |
| Interpretation of data                              | 0 | 3 | 1 | 2.25 | 0 | 0 | 4 | 3    |
| Evidence of impact on student learning              | 0 | 3 | 1 | 2.25 | 0 | 2 | 2 | 2.5  |

| 6-12 SS                                                                                                         | N= 3 |   |   |       | N= 5 |   |   |      |
|-----------------------------------------------------------------------------------------------------------------|------|---|---|-------|------|---|---|------|
| <b>Assessment Plan</b>                                                                                          |      |   |   |       |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean  | 1    | 2 | 3 | Mean |
| Aligned with learning goals and instruction                                                                     | 0    | 2 | 0 | 2     | 0    | 1 | 4 | 2.8  |
| Clarity of criteria and standards for performance                                                               | 0    | 2 | 1 | 2.333 | 0    | 1 | 4 | 2.8  |
| Multiple modes and approaches                                                                                   | 0    | 2 | 1 | 2.333 | 0    | 0 | 5 | 3    |
| Technical soundness                                                                                             | 0    | 1 | 2 | 2.667 | 0    | 0 | 5 | 3    |
| Adaptations based on the individual needs of students                                                           | 0    | 1 | 2 | 2.667 | 0    | 1 | 4 | 2.8  |
| <b>Contextual Factors</b>                                                                                       |      |   |   |       |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean  | 1    | 2 | 3 | Mean |
| Knowledge of community, school, and classroom factors                                                           | 0    | 0 | 3 | 3     | 0    | 1 | 4 | 2.8  |
| Knowledge of characteristics of students                                                                        | 0    | 0 | 3 | 3     | 0    | 2 | 3 | 2.6  |
| Knowledge of students' varied approaches to learning                                                            | 0    | 1 | 2 | 2.667 | 0    | 1 | 4 | 2.8  |
| Knowledge of students' skills and prior learning                                                                | 0    | 1 | 2 | 2.667 | 0    | 1 | 4 | 2.8  |
| Implications for instructional planning and assessment                                                          | 0    | 1 | 2 | 2.667 | 0    | 1 | 4 | 2.8  |
| <b>Design for Instruction</b>                                                                                   |      |   |   |       |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean  | 1    | 2 | 3 | Mean |
| Alignment with learning goals                                                                                   | 0    | 1 | 2 | 2.667 | 0    | 0 | 5 | 3    |
| Accurate representation of content                                                                              | 0    | 0 | 3 | 3     | 0    | 1 | 4 | 2.8  |
| Lessons and unit structure                                                                                      | 0    | 0 | 3 | 3     | 0    | 0 | 5 | 3    |
| Use of variety of instruction activities, assignments and resources                                             | 0    | 1 | 2 | 2.667 | 0    | 0 | 5 | 3    |
| Use of contextual information and data to select appropriate and relevant activities, assignments and resources | 0    | 1 | 2 | 2.667 | 0    | 0 | 5 | 3    |
| Use of technology                                                                                               | 0    | 0 | 3 | 3     | 0    | 0 | 5 | 3    |

| Instructional Decision Making                       |   |   |   |       |   |   |   |      |
|-----------------------------------------------------|---|---|---|-------|---|---|---|------|
|                                                     | 1 | 2 | 3 | Mean  | 1 | 2 | 3 | Mean |
| Sound professional practice                         | 0 | 0 | 3 | 3     | 0 | 1 | 4 | 2.8  |
| Modifications based on analysis of student learning | 0 | 1 | 2 | 2.667 | 0 | 0 | 5 | 3    |
| Congruence between modifications and learning goals | 0 | 1 | 2 | 2.667 | 0 | 0 | 5 | 3    |
| Learning Goals                                      |   |   |   |       |   |   |   |      |
|                                                     | 1 | 2 | 3 | Mean  | 1 | 2 | 3 | Mean |
| Significance, challenge, and variety                | 0 | 1 | 2 | 2.667 | 0 | 0 | 5 | 3    |
| Clarity                                             | 0 | 0 | 3 | 3     | 0 | 0 | 5 | 3    |
| Appropriateness for students                        | 0 | 0 | 3 | 3     | 0 | 0 | 5 | 3    |
| Alignment with national, state and standards        | 0 | 0 | 3 | 3     | 0 | 0 | 5 | 3    |
| Reflection and Self Evaluation                      |   |   |   |       |   |   |   |      |
|                                                     | 1 | 2 | 3 | Mean  | 1 | 2 | 3 | Mean |
| Interpretation of student learning                  | 0 | 1 | 2 | 2.667 | 0 | 0 | 5 | 3    |
| Insights on effective instruction and assessment    | 0 | 0 | 3 | 3     | 0 | 0 | 5 | 3    |
| Alignment among goals, instruction and assessment   | 0 | 1 | 2 | 2.667 | 0 | 0 | 5 | 3    |
| Implications for future teaching                    | 0 | 1 | 2 | 2.667 | 0 | 1 | 4 | 2.8  |
| Implications for professional development           | 0 | 0 | 3 | 3     | 0 | 0 | 5 | 3    |
| Use of Assessment Data                              |   |   |   |       |   |   |   |      |
|                                                     | 1 | 2 | 3 | Mean  | 1 | 2 | 3 | Mean |
| Clarity and accuracy of presentation                | 0 | 0 | 3 | 3     | 0 | 0 | 5 | 3    |
| Alignment with learning goals                       | 0 | 2 | 1 | 2.333 | 0 | 1 | 4 | 2.8  |
| Interpretation of data                              | 0 | 1 | 2 | 2.667 | 0 | 0 | 5 | 3    |
| Evidence of impact on student learning              | 0 | 1 | 2 | 2.667 | 0 | 0 | 5 | 3    |

| 6-12 IM MATH                                                                                                    | N= 1 |   |   |      | N= 0 |   |   |      |
|-----------------------------------------------------------------------------------------------------------------|------|---|---|------|------|---|---|------|
| Assessment Plan                                                                                                 |      |   |   |      |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Aligned with learning goals and instruction                                                                     | 0    | 0 | 1 | 3    | N/A  |   |   |      |
| Clarity of criteria and standards for performance                                                               | 0    | 0 | 1 | 3    |      |   |   |      |
| Multiple modes and approaches                                                                                   | 0    | 0 | 1 | 3    |      |   |   |      |
| Technical soundness                                                                                             | 0    | 1 | 0 | 2    |      |   |   |      |
| Adaptations based on the individual needs of students                                                           | 0    | 0 | 1 | 3    |      |   |   |      |
|                                                                                                                 |      |   |   |      |      |   |   |      |
| Contextual Factors                                                                                              |      |   |   |      |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Knowledge of community, school, and classroom factors                                                           | 0    | 0 | 1 | 3    | N/A  |   |   |      |
| Knowledge of characteristics of students                                                                        | 0    | 0 | 1 | 3    |      |   |   |      |
| Knowledge of students' varied approaches to learning                                                            | 0    | 0 | 1 | 3    |      |   |   |      |
| Knowledge of students' skills and prior learning                                                                | 0    | 1 | 0 | 2    |      |   |   |      |
| Implications for instructional planning and assessment                                                          | 0    | 1 | 0 | 2    |      |   |   |      |
|                                                                                                                 |      |   |   |      |      |   |   |      |
| Design for Instruction                                                                                          |      |   |   |      |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Alignment with learning goals                                                                                   | 0    | 0 | 1 | 3    | N/A  |   |   |      |
| Accurate representation of content                                                                              | 0    | 1 | 0 | 2    |      |   |   |      |
| Lessons and unit structure                                                                                      | 0    | 1 | 0 | 2    |      |   |   |      |
| Use of variety of instruction activities, assignments and resources                                             | 0    | 0 | 1 | 3    |      |   |   |      |
| Use of contextual information and data to select appropriate and relevant activities, assignments and resources | 0    | 1 | 0 | 2    |      |   |   |      |
| Use of technology                                                                                               | 0    | 0 | 1 | 3    |      |   |   |      |
|                                                                                                                 |      |   |   |      |      |   |   |      |

| Instructional Decision Making                       |   |   |   |      |     |   |   |      |
|-----------------------------------------------------|---|---|---|------|-----|---|---|------|
|                                                     | 1 | 2 | 3 | Mean | 1   | 2 | 3 | Mean |
| Sound professional practice                         | 0 | 0 | 1 | 3    | N/A |   |   |      |
| Modifications based on analysis of student learning | 0 | 0 | 1 | 3    |     |   |   |      |
| Congruence between modifications and learning goals | 0 | 0 | 1 | 3    |     |   |   |      |
| Learning Goals                                      |   |   |   |      |     |   |   |      |
|                                                     | 1 | 2 | 3 | Mean | 1   | 2 | 3 | Mean |
| Significance, challenge, and variety                | 0 | 0 | 1 | 3    | N/A |   |   |      |
| Clarity                                             | 0 | 0 | 1 | 3    |     |   |   |      |
| Appropriateness for students                        | 0 | 0 | 1 | 3    |     |   |   |      |
| Alignment with national, state and standards        | 0 | 1 | 0 | 2    |     |   |   |      |
| Reflection and Self Evaluation                      |   |   |   |      |     |   |   |      |
|                                                     | 1 | 2 | 3 | Mean | 1   | 2 | 3 | Mean |
| Interpretation of student learning                  | 0 | 1 | 0 | 2    | N/A |   |   |      |
| Insights on effective instruction and assessment    | 0 | 0 | 1 | 3    |     |   |   |      |
| Alignment among goals, instruction and assessment   | 0 | 1 | 0 | 2    |     |   |   |      |
| Implications for future teaching                    | 0 | 1 | 0 | 2    |     |   |   |      |
| Implications for professional development           | 0 | 1 | 0 | 2    |     |   |   |      |
| Use of Assessment Data                              |   |   |   |      |     |   |   |      |
|                                                     | 1 | 2 | 3 | Mean | 1   | 2 | 3 | Mean |
| Clarity and accuracy of presentation                | 0 | 0 | 1 | 3    | N/A |   |   |      |
| Alignment with learning goals                       | 0 | 0 | 1 | 3    |     |   |   |      |
| Interpretation of data                              | 0 | 1 | 0 | 2    |     |   |   |      |
| Evidence of impact on student learning              | 0 | 1 | 0 | 2    |     |   |   |      |



| 6-12 MATH                                                                                                       | N= 0 |   |   |      | N= 1 |   |   |      |
|-----------------------------------------------------------------------------------------------------------------|------|---|---|------|------|---|---|------|
| <b>Assessment Plan</b>                                                                                          |      |   |   |      |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Aligned with learning goals and instruction                                                                     | N/A  |   |   |      | 0    | 0 | 1 | 3    |
| Clarity of criteria and standards for performance                                                               |      |   |   |      | 0    | 1 | 0 | 2    |
| Multiple modes and approaches                                                                                   |      |   |   |      | 0    | 1 | 0 | 2    |
| Technical soundness                                                                                             |      |   |   |      | 0    | 1 | 0 | 2    |
| Adaptations based on the individual needs of students                                                           |      |   |   |      | 0    | 1 | 0 | 2    |
| <b>Contextual Factors</b>                                                                                       |      |   |   |      |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Knowledge of community, school, and classroom factors                                                           | N/A  |   |   |      | 0    | 1 | 0 | 2    |
| Knowledge of characteristics of students                                                                        |      |   |   |      | 0    | 0 | 1 | 3    |
| Knowledge of students' varied approaches to learning                                                            |      |   |   |      | 0    | 1 | 0 | 2    |
| Knowledge of students' skills and prior learning                                                                |      |   |   |      | 0    | 1 | 0 | 2    |
| Implications for instructional planning and assessment                                                          |      |   |   |      | 0    | 1 | 0 | 2    |
| <b>Design for Instruction</b>                                                                                   |      |   |   |      |      |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1    | 2 | 3 | Mean |
| Alignment with learning goals                                                                                   | N/A  |   |   |      | 0    | 1 | 0 | 2    |
| Accurate representation of content                                                                              |      |   |   |      | 0    | 1 | 0 | 2    |
| Lessons and unit structure                                                                                      |      |   |   |      | 0    | 1 | 0 | 2    |
| Use of variety of instruction activities, assignments and resources                                             |      |   |   |      | 0    | 0 | 1 | 3    |
| Use of contextual information and data to select appropriate and relevant activities, assignments and resources |      |   |   |      | 0    | 1 | 0 | 2    |
| Use of technology                                                                                               |      |   |   |      | 0    | 1 | 0 | 2    |

| Instructional Decision Making                       |     |   |   |      |   |   |   |      |
|-----------------------------------------------------|-----|---|---|------|---|---|---|------|
|                                                     | 1   | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Sound professional practice                         | N/A |   |   |      | 0 | 1 | 0 | 2    |
| Modifications based on analysis of student learning |     |   |   |      | 0 | 1 | 0 | 2    |
| Congruence between modifications and learning goals |     |   |   |      | 0 | 0 | 1 | 3    |
| Learning Goals                                      |     |   |   |      |   |   |   |      |
|                                                     | 1   | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Significance, challenge, and variety                | N/A |   |   |      | 0 | 1 | 0 | 2    |
| Clarity                                             |     |   |   |      | 0 | 0 | 1 | 3    |
| Appropriateness for students                        |     |   |   |      | 0 | 1 | 0 | 2    |
| Alignment with national, state and standards        |     |   |   |      | 0 | 1 | 0 | 2    |
| Reflection and Self Evaluation                      |     |   |   |      |   |   |   |      |
|                                                     | 1   | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Interpretation of student learning                  | N/A |   |   |      | 0 | 1 | 0 | 2    |
| Insights on effective instruction and assessment    |     |   |   |      | 0 | 0 | 1 | 3    |
| Alignment among goals, instruction and assessment   |     |   |   |      | 0 | 1 | 0 | 2    |
| Implications for future teaching                    |     |   |   |      | 0 | 1 | 0 | 2    |
| Implications for professional development           |     |   |   |      | 0 | 1 | 0 | 2    |
| Use of Assessment Data                              |     |   |   |      |   |   |   |      |
|                                                     | 1   | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Clarity and accuracy of presentation                | N/A |   |   |      | 0 | 1 | 0 | 2    |
| Alignment with learning goals                       |     |   |   |      | 0 | 0 | 1 | 3    |
| Interpretation of data                              |     |   |   |      | 0 | 1 | 0 | 2    |
| Evidence of impact on student learning              |     |   |   |      | 0 | 1 | 0 | 2    |

| EI                                                                                                              | N= 0 |   |   |      | N= |   |   |      |
|-----------------------------------------------------------------------------------------------------------------|------|---|---|------|----|---|---|------|
| <b>Assessment Plan</b>                                                                                          |      |   |   |      |    |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1  | 2 | 3 | Mean |
| Aligned with learning goals and instruction                                                                     | N/A  |   |   |      | 0  | 0 | 2 | 3    |
| Clarity of criteria and standards for performance                                                               |      |   |   |      | 0  | 0 | 2 | 3    |
| Multiple modes and approaches                                                                                   |      |   |   |      | 0  | 0 | 2 | 3    |
| Technical soundness                                                                                             |      |   |   |      | 0  | 0 | 2 | 3    |
| Adaptations based on the individual needs of students                                                           |      |   |   |      | 0  | 0 | 2 | 3    |
| <b>Contextual Factors</b>                                                                                       |      |   |   |      |    |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1  | 2 | 3 | Mean |
| Knowledge of community, school, and classroom factors                                                           | N/A  |   |   |      | 0  | 0 | 2 | 3    |
| Knowledge of characteristics of students                                                                        |      |   |   |      | 0  | 0 | 2 | 3    |
| Knowledge of students' varied approaches to learning                                                            |      |   |   |      | 0  | 0 | 2 | 3    |
| Knowledge of students' skills and prior learning                                                                |      |   |   |      | 0  | 0 | 2 | 3    |
| Implications for instructional planning and assessment                                                          |      |   |   |      | 0  | 0 | 2 | 3    |
| <b>Design for Instruction</b>                                                                                   |      |   |   |      |    |   |   |      |
|                                                                                                                 | 1    | 2 | 3 | Mean | 1  | 2 | 3 | Mean |
| Alignment with learning goals                                                                                   | N/A  |   |   |      | 0  | 0 | 2 | 3    |
| Accurate representation of content                                                                              |      |   |   |      | 0  | 0 | 2 | 3    |
| Lessons and unit structure                                                                                      |      |   |   |      | 0  | 1 | 1 | 2.5  |
| Use of variety of instruction activities, assignments and resources                                             |      |   |   |      | 0  | 0 | 2 | 3    |
| Use of contextual information and data to select appropriate and relevant activities, assignments and resources |      |   |   |      | 0  | 0 | 2 | 3    |
| Use of technology                                                                                               |      |   |   |      | 0  | 0 | 2 | 3    |

| Instructional Decision Making                       |     |   |   |      |   |   |   |      |
|-----------------------------------------------------|-----|---|---|------|---|---|---|------|
|                                                     | 1   | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Sound professional practice                         | N/A |   |   |      | 0 | 0 | 2 | 3    |
| Modifications based on analysis of student learning |     |   |   |      | 0 | 0 | 2 | 3    |
| Congruence between modifications and learning goals |     |   |   |      | 0 | 0 | 2 | 3    |
| Learning Goals                                      |     |   |   |      |   |   |   |      |
|                                                     | 1   | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Significance, challenge, and variety                | N/A |   |   |      | 0 | 0 | 2 | 3    |
| Clarity                                             |     |   |   |      | 0 | 0 | 2 | 3    |
| Appropriateness for students                        |     |   |   |      | 0 | 0 | 2 | 3    |
| Alignment with national, state and standards        |     |   |   |      | 0 | 1 | 1 | 2.5  |
| Reflection and Self Evaluation                      |     |   |   |      |   |   |   |      |
|                                                     | 1   | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Interpretation of student learning                  | N/A |   |   |      | 0 | 0 | 2 | 3    |
| Insights on effective instruction and assessment    |     |   |   |      | 0 | 0 | 2 | 3    |
| Alignment among goals, instruction and assessment   |     |   |   |      | 0 | 0 | 2 | 3    |
| Implications for future teaching                    |     |   |   |      | 0 | 0 | 2 | 3    |
| Implications for professional development           |     |   |   |      | 0 | 0 | 2 | 3    |
| Use of Assessment Data                              |     |   |   |      |   |   |   |      |
|                                                     | 1   | 2 | 3 | Mean | 1 | 2 | 3 | Mean |
| Clarity and accuracy of presentation                | N/A |   |   |      | 0 | 0 | 2 | 3    |
| Alignment with learning goals                       |     |   |   |      | 0 | 0 | 2 | 3    |
| Interpretation of data                              |     |   |   |      | 0 | 1 | 1 | 2.5  |
| Evidence of impact on student learning              |     |   |   |      | 0 | 0 | 2 | 3    |