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### Use of Assessment Data: Alignment with learning goals
- **INTASC-2013.6**
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  - Acceptable: 1, 11%
  - Target: 8, 89%
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### Use of Assessment Data: Interpretation of data
- **INTASC-2013.6**
  - Approaching: 0, 0%
  - Acceptable: 1, 11%
  - Target: 8, 89%
  - Mean: 2.89
  - Mode: 3.00
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### Use of Assessment Data: Evidence of impact on student learning
- **INTASC-2013.6**
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  - Acceptable: 1, 11%
  - Target: 8, 89%
  - Mean: 2.89
  - Mode: 3.00
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### Reflection and Self-Evaluation: Interpretation of student learning
- **INTASC-2013.6**
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  - Acceptable: 1, 11%
  - Target: 8, 89%
  - Mean: 2.89
  - Mode: 3.00
  - Stdev: 0.31

### Reflection and Self-Evaluation: Insights on effective instruction and assessment
- **INTASC-2013.6**
  - Approaching: 0, 0%
  - Acceptable: 0, 0%
  - Target: 9, 100%
  - Mean: 3.00
  - Mode: 3.00
  - Stdev: 0.00

### Reflection and Self-Evaluation: Alignment among goals, instruction and assessment
- **INTASC-2013.6**
  - Approaching: 0, 0%
  - Acceptable: 0, 0%
  - Target: 9, 100%
  - Mean: 3.00
  - Mode: 3.00
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### Reflection and Self-Evaluation: Implications for future teaching
- **INTASC-2013.10**
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  - Acceptable: 0, 0%
  - Target: 9, 100%
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### Reflection and Self-Evaluation: Implications for professional development
- **INTASC-2013.9**
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  - Target: 9, 100%
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### Contextual Factors: Knowledge of community, school, and classroom factors
- **INTASC-2013.7**
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  - Acceptable: 0, 0%
  - Target: 13, 100%
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### Contextual Factors: Knowledge of characteristics of students
- **INTASC-2013.2**
  - Approaching: 0, 0%
  - Acceptable: 0, 0%
  - Target: 13, 100%
  - Mean: 3.00
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### Contextual Factors: Knowledge of students’ varied approaches to learning
- **INTASC-2013.1**
  - Approaching: 0, 0%
  - Acceptable: 2, 15%
  - Target: 11, 85%
  - Mean: 2.85
  - Mode: 3.00
  - Stdev: 0.36

### Contextual Factors: Knowledge of students’ skills and prior learning
- **INTASC-2013.2**
  - Approaching: 0, 0%
  - Acceptable: 3, 23%
  - Target: 10, 77%
  - Mean: 2.77
  - Mode: 3.00
  - Stdev: 0.42

### Contextual Factors: Implications for instructional planning and assessment
- **INTASC-2013.7**
  - Approaching: 0, 0%
  - Acceptable: 2, 15%
  - Target: 11, 85%
  - Mean: 2.85
  - Mode: 3.00
  - Stdev: 0.36

### Learning Goals: Significance, challenge, and variety
- **INTASC-2013.7**
  - Approaching: 0, 0%
  - Acceptable: 1, 8%
  - Target: 12, 92%
  - Mean: 2.92
  - Mode: 3.00
  - Stdev: 0.27

### Learning Goals: Clarity
- **INTASC-2013.7**
  - Approaching: 0, 0%
  - Acceptable: 13, 100%
  - Target: 13, 100%
  - Mean: 3.00
  - Mode: 3.00
  - Stdev: 0.00

### Learning Goals: Appropriateness for students
- **INTASC-2013.7**
  - Approaching: 0, 0%
  - Acceptable: 1, 8%
  - Target: 12, 92%
  - Mean: 2.92
  - Mode: 3.00
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### Learning Goals: Alignment with national, state and standards
- **INTASC-2013.7**
  - Approaching: 0, 0%
  - Acceptable: 13, 100%
  - Target: 13, 100%
  - Mean: 3.00
  - Mode: 3.00
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### Assessment Plan: Aligned with learning goals and instruction
- **INTASC-2013.6**
  - Approaching: 2, 15%
  - Acceptable: 11, 85%
  - Target: 9, 100%
  - Mean: 2.85
  - Mode: 3.00
  - Stdev: 0.36

### Assessment Plan: Clarity of criteria and standards for performance
- **INTASC-2013.6**
  - Approaching: 0, 0%
  - Acceptable: 2, 15%
  - Target: 11, 85%
  - Mean: 2.92
  - Mode: 3.00
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### Assessment Plan: Multiple modes and approaches
- **INTASC-2013.6**
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  - Acceptable: 3, 23%
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### Assessment Plan: Technical soundness
- **INTASC-2013.6**
  - Approaching: 0, 0%
  - Acceptable: 1, 8%
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### Assessment Plan: Adaptations based on the individual needs of students
- **INTASC-2013.6**
  - Approaching: 0, 0%
  - Acceptable: 2, 15%
  - Target: 11, 85%
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### Design for Instruction: Alignment with learning goals
- **INTASC-2013.8**
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  - Acceptable: 1, 8%
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### Design for Instruction: Accurate representation of content
- **INTASC-2013.4**
  - Approaching: 0, 0%
  - Acceptable: 1, 8%
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### Design for Instruction: Lessons and unit structure
- **INTASC-2013.8**
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### Design for Instruction: Use of variety of instruction activities, assignments and resources
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