

Student Teacher Evaluation (STE) Rubric State University of New York: Teacher Education Unit

The STE is intended to evaluate prospective teachers’ performance competencies as evidenced during the student teaching experience. The eighteen-item instrument is aligned with the four domains identified in the InTASC Model Core Teaching Standards. Specifically, candidates are evaluated on their abilities to put into practice understandings of the learner and learning, content, instructional practice, and professional responsibilities. The STE items are also aligned with the AAQEP Standard 1, Aspects 1a – 1f. The STE is evaluated by program faculty, P-12 partners and by candidates. The STE is a direct performance assessment, administered a minimum of four times during student teaching and this data is the final review by supervisors.

The response rate on STE data by supervisors is 100% for semesters Spring 2023, Fall 2023, and Spring 2024.

	Unsatisfactory	Developing	Proficient	Exemplary
Q1: Domain The Learner and Learning: The teacher candidate demonstrates knowledge of how learners grow and develop, recognizing that patterns of learning and development vary individually. (InTASC 1; CAEP 1.1, 1.4; AAQEP 1b)	<ul style="list-style-type: none"> • Fails to apply learning theory in design of instruction or to provide evidence of knowledge of learning theory. • Does not accurately identify developmental needs of learners. 	<ul style="list-style-type: none"> • Cites learning theory but only applies understanding into design of instruction. • Identifies developmental needs of most students through informal assessments. 	<ul style="list-style-type: none"> • Applies learning theories to the design of instruction and can justify instructional choices. • Identifies developmental needs of all students through formal and informal assessments. 	In addition to “Proficient,” <ul style="list-style-type: none"> • Justifies instructional choices without prompting. • Plans and effectively implements multiple instructional strategies that support individual needs and provide choice for developmentally diverse learners; readily adjusts instruction in response to student needs.
Spring 2023 (n=341)	0%	4%	49%	47%
Fall 2023 (n=184)	0%	5%	50%	45%
Spring 2024 (n=346)	0%	4%	44%	52%

<p>Q2*: Domain The Learner and Learning: The teacher candidate designs and implements developmentally appropriate and challenging learning experiences. (InTASC 1; CAEP 1.1, 1.4; AAQEP 1b)</p>	<ul style="list-style-type: none"> • Plans do not include instructional strategies that support developmentally diverse learners. • Expectations of students are unrealistic. 	<ul style="list-style-type: none"> • Plans include instructional strategies that support developmentally diverse learners, but strategies are not consistently well implemented during learning experiences. • Struggles to adjust instruction during lesson. 	<ul style="list-style-type: none"> • Plans and effectively implements instructional strategies that support developmentally diverse learners. • Makes efforts to adjust instruction based on student needs. 	<p>In addition to “Proficient,”</p> <ul style="list-style-type: none"> • Plans and effectively implements multiple instructional strategies that support individual needs. • Provides choice for developmentally diverse learners. • Readily adjusts instruction in response to student needs.
Spring 2023 (n=341)	0%	2%	51%	47%
Fall 2023 (n=184)	0%	1%	49%	50%
Spring 2024 (n=346)	0%	2%	47%	51%
<p>Q3: Domain The Learner and Learning. The teacher candidate designs inclusive learning experiences that incorporate knowledge of the learners’ commonalities, individual differences, and diverse cultures and communities. (InTASC 2; CAEP 1.1, 1.4; AAQEP 1c)</p>	<ul style="list-style-type: none"> • Collects no data on the varied ability levels among students. • Is unaware of students’ interests, backgrounds, and cultures; has not assumed responsibility for learning and incorporating information in design of learning experiences. 	<ul style="list-style-type: none"> • Collects data on ability levels of students but struggles to effectively use data consistently in the design of learning experiences. • Identifies information about students’ interests, backgrounds, and cultures but does not consistently incorporate information in design of learning experiences. 	<ul style="list-style-type: none"> • Collects and incorporates data from various resources (assessments, colleagues, parents/guardians. etc.) to design inclusive learning experiences. • Identifies and effectively incorporates knowledge of students’ varied interests, backgrounds, and cultures in the design of learning experiences. 	<p>In addition to “Proficient,”</p> <ul style="list-style-type: none"> • Uses ongoing data collection to monitor student performance and adjust instruction accordingly. • Planning and instruction provide opportunities for student choice related to knowledge of students’ varied interests, backgrounds, and cultures.
Spring 2023 (n=341)	0%	7%	59%	34%
Fall 2023 (n=184)	0%	8%	53%	39%
Spring 2024 (n=346)	0%	8%	53%	39%

<p>Q4*: Domain The Learner and Learning: The teacher candidate builds a safe & positive learning environment marked by respect, rigor, and responsibility. (InTASC 3; CAEP 1.1; AAQEP 1e)</p>	<ul style="list-style-type: none"> • Establishes no norms for behavior; disrespectful or insensitive interactions common. • There do not appear to be established routines for in class or online instruction; significant time spent off-task because of unclear procedures. • Responds ineffectively or is unresponsive to student behavior; is unfair and disrespectful. • Classroom and/or online learning environment presents situations that may endanger student physical or emotional health/safety; many students cannot access materials or see/hear the teacher. 	<ul style="list-style-type: none"> • Establishes norms for behavior, including respect for others, self, and learning resources but is inconsistent in enforcement. • Attempts to establish routines for in class or online instruction, but students are confused about how to carry them out. • Can be inconsistent in response to student behavior; sometimes appears unfair or disrespectful. • Structures classroom and/or online learning environment with students’ physical and emotional safety in mind and most students can access materials or see/hear the teacher. 	<ul style="list-style-type: none"> • Establishes and consistently enforces norms for behavior, including respect for others, self, and learning resources. • Employs well- established routines for in class or online instruction that work efficiently to promote student responsibility. • Demonstrates fairness, consistency, empathy and respect in effectively responding to student behavior. • Arranges classroom and/or online learning environment with students’ physical and emotional well-being in mind and ability for all students to access materials and the teacher. 	<p>In addition to “Proficient,”</p> <ul style="list-style-type: none"> • Encourages self- sufficiency; when necessary, students respectfully correct one another. • Physical and/or online learning environment empowers students to ensure that instructional routines are accomplished smoothly. • Demonstrates fairness, consistency, empathy and respect in effectively responding to student behavior; students respectfully intervene with classmates when appropriate. • Students take initiative to adjust classroom and/or online learning environment to meet students’ needs when appropriate.
<p>Spring 2023 (n=341)</p>	<p>0%</p>	<p>2%</p>	<p>39%</p>	<p>59%</p>
<p>Fall 2023 (n=184)</p>	<p>0%</p>	<p>1%</p>	<p>31%</p>	<p>68%</p>
<p>Spring 2024 (n=346)</p>	<p>0%</p>	<p>1%</p>	<p>37%</p>	<p>62%</p>

<p>Q5*: Domain The Learner and Learning The teacher candidate creates a climate that actively engages learners and supports both individual and collaborative learning. (InTASC 3; CAEP 1.1; AAQEP 1e)</p>	<ul style="list-style-type: none"> • Selects & uses activities, materials, resources that require only passive learning and recall of information. • Uses only one type of instructional group (individual, whole class, small group) in classroom and/or online settings when variety would promote more student engagement. • Pacing of lesson rushed or too slow. 	<ul style="list-style-type: none"> • Selects & uses activities, materials, resources that are a mix of passive and active learning but rarely promote higher order thinking. • Uses a variety of instructional groupings (individual, whole class, small group) in classroom and/or online settings but does not monitor effectively to actively engage learners • Pacing of lesson is uneven – suitable in parts but rushed or slow in others. 	<ul style="list-style-type: none"> • Selects & uses appropriate activities, materials, resources to support active learning and promote higher order thinking. • Uses appropriate instructional groupings (individual, whole class, small group) in classroom and/or online settings to actively engage learners. • Paces lessons appropriately for all students to engage successfully with the content. 	<p>In addition to “Proficient,”</p> <ul style="list-style-type: none"> • Requires higher order thinking & explanation of thinking by all students. • Effectively monitors and modifies groupings as necessary in classroom and/or online settings. • Provides opportunity for reflection and closure on the lesson to consolidate student understanding.
<p>Spring 2023 (n=341)</p>	<p>0%</p>	<p>2%</p>	<p>50%</p>	<p>48%</p>
<p>Fall 2023 (n=184)</p>	<p>0%</p>	<p>2%</p>	<p>50%</p>	<p>48%</p>
<p>Spring 2024 (n=346)</p>	<p>0%</p>	<p>2%</p>	<p>43%</p>	<p>55%</p>
<p>Q6*: Domain 2 Content: The teacher candidate demonstrates appropriate depth of understanding of the central concepts, tools of inquiry, and structures of their discipline(s). (InTASC 4; CAEP 1.1, 1.3; AAQEP 1a).</p>	<ul style="list-style-type: none"> • Makes inaccurate statements about content. • Overemphasizes details and examples without linkages to, and reinforcement of, central concepts • Misrepresents or fails to employ methods in the discipline, including inquiry. 	<ul style="list-style-type: none"> • Presents content in a generally accurate manner • Minimally reinforces central concepts • Presents limited guidance and opportunities for inquiry and practice in the discipline 	<ul style="list-style-type: none"> • Utilizes prior knowledge and reliable resources to plan for teaching content that is accurate and reflects current knowledge in the field. • Provides explanations and materials that help learners organize content around central concepts & themes. • Models and guides learners in modes of inquiry and other methods appropriate to the discipline. 	<p>In addition to “Proficient,”</p> <ul style="list-style-type: none"> • Applies exceptional command of the discipline to benefit instruction: content knowledge; methodology and skills; commitment to using current scholarship and resources in planning and instruction; reinforcement of central understandings • Provides ample, well- designed opportunities for students to engage in inquiry and the methods of the discipline.
<p>Spring 2023 (n=341)</p>	<p>0%</p>	<p>2%</p>	<p>65%</p>	<p>33%</p>
<p>Fall 2023 (n=184)</p>	<p>0%</p>	<p>2%</p>	<p>62%</p>	<p>36%</p>
<p>Spring 2024 (n=346)</p>	<p>0%</p>	<p>2%</p>	<p>59%</p>	<p>39%</p>

<p>Q7*: Domain 2 Content: The teacher candidate creates learning experiences in which content is accurate, accessible, and meaningful for learners. (InTASC 4; CAEP 1.1, 1.3; AAQEP 1a).</p>	<ul style="list-style-type: none"> • Provides inaccurate and irrelevant explanations of content. • Fails to address students’ content misconceptions prior to and during instruction. • Employs a single instructional mode within classroom and/or online contexts when variety would promote accessibility of content. 	<ul style="list-style-type: none"> • Provides accurate content explanations but fails to provide relevance and meaning. • Partially addresses students’ content misconceptions • Provides learning experiences within classroom and/or online contexts that allow only limited accessibility to content. 	<ul style="list-style-type: none"> • Provides accurate and relevant explanations of content that promote meaningful student learning. • Identifies, anticipates, or corrects content misconceptions prior to and during instruction. • Provides varied learning experiences within classroom and/or online contexts that make content accessible to all learners. 	<p>In addition to “Proficient,”</p> <ul style="list-style-type: none"> • Systematically incorporates relevant resources that enhance meaning and aid in students’ grasp of subject matter. • Creates varied learning experiences within classroom and/or online contexts that preempt, dispel, or work through common misconceptions in content area.
Spring 2023 (n=341)	1%	1%	48%	50%
Fall 2023 (n=184)	0%	1%	47%	52%
Spring 2024 (n=346)	0%	3%	47%	50%
<p>Q8: Domain 2 Content: The teacher candidate guides students to apply content knowledge, interdisciplinary connections and critical thinking skills to address real world issues and perspectives relevant to the students’ lives. (InTASC 5; CAEP 1.1, 1.3; AAQEP 1a).</p>	<ul style="list-style-type: none"> • Omits interdisciplinary approaches and/or critical inquiry that address(es) real world issues. • Provides no student- centered opportunities to explore authentic questions. • Provides only a single perspective on a debatable or multi- dimensional topic. 	<ul style="list-style-type: none"> • Makes adequate attempts to connect disciplinary and real-world issues. • Leads mostly teacher-centered investigations of authentic questions. • Struggles to include all important perspectives on a debatable or multi-dimensional topic. 	<ul style="list-style-type: none"> • Promotes interdisciplinary connections and critical thinking skills to explore real world issues relevant to students’ lives. • Provides opportunities & support for students to engage in investigating, analyzing, & problem-solving authentic questions. • Encourages analysis of ideas from multiple perspectives to develop understanding of a topic. 	<p>In addition to “Proficient,”</p> <ul style="list-style-type: none"> • Provides students with additional resources that extend student knowledge and can be used to explore real world issues from multiple perspectives. • Allows student choice of an authentic question or real-world issue.
Spring 2023 (n=341)	0%	7%	66%	27%
Fall 2023 (n=184)	0%	8%	61%	31%
Spring 2024 (n=346)	0%	10%	60%	30%

<p>Q9*: Domain 3 Instructional Practice: The teacher candidate uses, designs, or adapts multiple methods of assessment that meet the needs of all learners in measuring and monitoring progress towards student learning outcomes. (InTASC 6; CAEP 1.1, 1.2; AAQEP 1d)</p>	<ul style="list-style-type: none"> • Provides no written assessment criteria. • Uses inappropriate assessments or assessments do not match learning outcomes. • Fails to maintain a record of learner progress. 	<ul style="list-style-type: none"> • Provides written assessment criteria but instructions are vague. • Uses only summative assessments to measure learning outcomes. • Maintains a minimal record of learner progress. 	<ul style="list-style-type: none"> • Provides clearly written assessment criteria; instructions are clear. • Uses multiple and varied types of assessment, both formative and summative, to identify and monitor learners’ needs and measure learning outcomes. • Maintains organized and informative records of learner progress. 	<p>In addition to “proficient,”</p> <ul style="list-style-type: none"> • Assessment criteria allow for student choice. • Consistently uses formal and informal assessment results to adjust instruction in real time. • Uses assessment for meaningful and purposeful learning, rather than just assessment of learning.
<p>Spring 2023 (n=341)</p>	<p>0%</p>	<p>7%</p>	<p>69%</p>	<p>24%</p>
<p>Fall 2023 (n=184)</p>	<p>0%</p>	<p>5%</p>	<p>66%</p>	<p>28%</p>
<p>Spring 2024 (n=346)</p>	<p>0%</p>	<p>5%</p>	<p>60%</p>	<p>35%</p>
<p>Q10: Domain 3 Instructional Practice: The teacher candidate uses assessment and feedback to engage learners in their own growth. (InTASC 6; CAEP 1.1, 1.2; AAQEP 1ed)</p>	<ul style="list-style-type: none"> • Fails to provide feedback to students beyond grades or number of incorrect responses. • Does not allow students to evaluate their own strengths and needs. 	<ul style="list-style-type: none"> • Provides general feedback to students. • Encourages students to use feedback to evaluate their own strengths and needs. 	<ul style="list-style-type: none"> • Provides systematic and specific feedback that enables students to assess their own work and make improvements. • Guides students to use feedback to evaluate their own strengths and needs. 	<p>In addition to “proficient,”</p> <ul style="list-style-type: none"> • Provides resources that scaffold feedback given in lessons and allows students to determine their next steps. • Provides opportunities for peer feedback on progress with respect to tasks and learning objective(s).
<p>Spring 2023 (n=341)</p>	<p>0%</p>	<p>12%</p>	<p>61%</p>	<p>27%</p>
<p>Fall 2023 (n=184)</p>	<p>0%</p>	<p>9%</p>	<p>64%</p>	<p>27%</p>
<p>Spring 2024 (n=346)</p>	<p>0%</p>	<p>11%</p>	<p>57%</p>	<p>32%</p>

<p>Q11*: Domain 3 Instructional Practice: The teacher candidate creates sequential instructional plans that apply knowledge of research, content, pedagogy, and assessment of learner progress. (InTASC 7; CAEP 1.1, 1.2, 1.3, 1.4; AAQEP 1d)</p>	<ul style="list-style-type: none"> • Plans lessons based on irrelevant choices or fails to plan lessons. • Lessons are not sequential or do not provide instructional scaffolding • Lessons do not take into account specific context of delivery (classroom and/or online). • Does not clearly identify learning objectives or match learning activities to instructional outcomes. 	<ul style="list-style-type: none"> • Plans lessons based on only some of the following: assessment results, development levels, IEPs, interests, needs or relevant theory and research. • Uses ineffective instructional scaffolding that fails to move students to greater content understanding. • Lessons are somewhat connected to the specific context of delivery (classroom and/or online). • Creates learning objectives but activities are minimally matched to outcomes. 	<ul style="list-style-type: none"> • Plans lessons based on assessment results, developmental levels, IEPs, interests, needs, and relevant theory and research. • Sequences instruction to scaffold learner development of skills and content understanding • Lessons are appropriate for specific context of delivery (classroom and/or online). • Creates rigorous learning objectives and clearly matches learning activities to outcomes. 	<p>In addition to “proficient,”</p> <ul style="list-style-type: none"> • Plans opportunities for students to make choices for their own learning.
<p>Spring 2023 (n=341)</p>	<p>0%</p>	<p>4%</p>	<p>66%</p>	<p>30%</p>
<p>Fall 2023 (n=184)</p>	<p>1%</p>	<p>3%</p>	<p>64%</p>	<p>32%</p>
<p>Spring 2024 (n=346)</p>	<p>0%</p>	<p>2%</p>	<p>62%</p>	<p>36%</p>
<p>Q12: Domain 3 Instructional Practice: The teacher candidate creates instructional plans that meet college and career ready curriculum goals. (InTASC 7; CAEP 1.1, 1.2, 1.3, 1.4; AAQEP 1d)</p>	<ul style="list-style-type: none"> • Instructional plans lessons do not appear to be aligned with the district/school curriculum. 	<ul style="list-style-type: none"> • Although district curriculum goals are documented in written lesson plans, instructional activities appear to be superficially linked to these goals. 	<ul style="list-style-type: none"> • Sufficiently documents and demonstrates that instructional plans that are aligned with college/career ready goals adopted by the district/school. 	<p>In addition to “proficient,”</p> <ul style="list-style-type: none"> • Creates instructional plans that integrate and strongly support college/career ready goals adopted by the district/school.
<p>Spring 2023 (n=341)</p>	<p>0%</p>	<p>4%</p>	<p>62%</p>	<p>34%</p>
<p>Fall 2023 (n=184)</p>	<p>0%</p>	<p>2%</p>	<p>55%</p>	<p>43%</p>
<p>Spring 2024 (n=346)</p>	<p>0%</p>	<p>1%</p>	<p>56%</p>	<p>43%</p>

<p>Q13*: Domain 3 Instructional Practice: The teacher candidate effectively uses a variety of instructional strategies to enhance learners’ deep understanding of content. (InTASC 8; CAEP 1.1, 1.3, 1.4; AAQEP 1a)</p>	<ul style="list-style-type: none"> • Uses inappropriate or ineffective strategies, instructional materials, or resources. • Materials and resources not well aligned to learning goals. • Learning activities not engaging. • Instructional strategies do not take into account specific context of delivery (classroom and/or online). 	<ul style="list-style-type: none"> • Uses a limited number of strategies, instructional materials, or resources where a greater variety would improve learners’ content understanding. • Selects materials and resources that support learning goals. • Learning activities moderately challenging and varied. • Instructional strategies are somewhat aligned with specific context of delivery (classroom and/or online). 	<ul style="list-style-type: none"> • Uses a variety of effective instructional strategies, materials, and resources to enhance content understanding. • Selects materials and resources that support learning goals and improves students' understanding of content. • Learning activities are varied and align with students' level of content knowledge. • Instructional strategies are appropriate for the specific context of delivery (classroom and/or online). 	<p>In addition to “proficient,”</p> <ul style="list-style-type: none"> • Adjusts instructional strategies appropriate to individual students’ strengths • Adjusts instructional strategies as needed to specific context of delivery (classroom and/or online). • Learning activities permit student choice.
<p>Spring 2023 (n=341)</p>	<p>0%</p>	<p>2%</p>	<p>55%</p>	<p>43%</p>
<p>Fall 2023 (n=184)</p>	<p>0%</p>	<p>2%</p>	<p>55%</p>	<p>43%</p>
<p>Spring 2024 (n=346)</p>	<p>0%</p>	<p>3%</p>	<p>46%</p>	<p>51%</p>
<p>Q14: Domain 3 Instructional Practice: The teacher candidate integrates technology into teaching and learning in an appropriate and meaningful way. (InTASC 9; CAEP 1.5; AAQEP 1d)</p>	<ul style="list-style-type: none"> • Does not use technologies or uses inappropriate technologies for student learning. • Struggles to adapt teaching to online contexts when needed. 	<ul style="list-style-type: none"> • Utilizes technologies available in the given context to create activities and assessments that are somewhat effective for the specific set of learners. • Attempts to adapt teaching to online contexts when needed. 	<ul style="list-style-type: none"> • Utilizes appropriate technologies available in the given context to create and implement activities and assessments that meet learners’ individual abilities, needs, and learning styles to maximize learning. • Successfully adapts teaching to online contexts when needed. 	<p>In addition to “proficient,”</p> <ul style="list-style-type: none"> • Engages students in using appropriate technologies that assist them in directing their own learning.
<p>Spring 2023 (n=341)</p>	<p>0%</p>	<p>5%</p>	<p>49%</p>	<p>46%</p>
<p>Fall 2023 (n=184)</p>	<p>0%</p>	<p>9%</p>	<p>46%</p>	<p>45%</p>
<p>Spring 2024 (n=346)</p>	<p>0%</p>	<p>4%</p>	<p>48%</p>	<p>48%</p>
<p>D4 Q15: Domain 4 Professional Responsibility:</p>	<ul style="list-style-type: none"> • Ignores literature or other resources that could enhance 	<ul style="list-style-type: none"> • Consults required resources to support self-development as 	<ul style="list-style-type: none"> • Consults research literature and colleagues to support self- 	<p>In addition to “proficient,”</p> <ul style="list-style-type: none"> • Uses a variety of resources in

The teacher candidate engages in professional learning, reflection, and evaluation of decisions to more effectively meet the needs of each learner. (InTASC 9; CAEP 1.1, 1.2; AAQEP 1f)	self- development as a learner and teacher. <ul style="list-style-type: none"> • Avoids participation in professional development opportunities. • Considers instructional choices but draws incorrect conclusions about their effectiveness. • Has no awareness of need to update knowledge based on changing school and/or community circumstances. 	a learner and teacher. <ul style="list-style-type: none"> • Participates in required professional development opportunities. • Considers effectiveness of instructional choices and has a general sense of impact on student learning. • Shows some awareness of need to update knowledge based on changing school and/or community circumstances. 	development as a learner and a teacher. <ul style="list-style-type: none"> • Participates in professional development opportunities beyond those required. • Regularly and accurately assesses effectiveness of instructional choices. • Keeps up to date on changing school and /or community circumstances and updates knowledge as needed. 	support of self-development as a learner and teacher. <ul style="list-style-type: none"> • Actively seeks out professional development opportunities. • Can include specific indicators of effectiveness to support instructional choices. • Takes initiative to learn about changing school and/or community circumstances and updates knowledge on a regular basis.
Spring 2023 (n=341)	0%	7%	47%	46%
Fall 2023 (n=184)	0%	3%	42%	55%
Spring 2024 (n=346)	0%	6%	44%	50%
Q16*: Domain 4 Professional Responsibility: The teacher candidate demonstrates appropriate level of professional ethics in terms of personal conduct, academic integrity, and emotional maturity. (InTASC 9; CAEP 1.1; AAQEP 1f)	<ul style="list-style-type: none"> • Displays dishonesty or is disrespectful to students or other professionals. • Does not discipline according to law, professional ethics or school policies in areas such as discipline, confidential information, and physical and emotional safety of students. • Displays bias or prejudice in presenting facts or distorts facts in a self-serving manner. 	<ul style="list-style-type: none"> • Displays respect and honesty to students and other professionals. • Needs reminders or is inconsistent in abiding by law, professional ethics and school policies in areas such as discipline, confidential information, and physical and emotional safety to students. • Presents facts without bias or prejudice. 	<ul style="list-style-type: none"> • Displays respect, sensitivity, honesty, and fairness to students and other professionals. • Abides by law, professional ethics, and school policies in areas such as discipline, confidential information, and physical and emotional safety of students. • Presents facts without distortion, bias, or prejudice. 	In addition to “proficient,” <ul style="list-style-type: none"> • Highly proactive in serving students, seeking out resources when needed. • Actively and productively challenges distortion, bias, or prejudice.
Spring 2023 (n=341)	0%	1%	34%	65%
Fall 2023 (n=184)	0%	1%	36%	63%
Spring 2024 (n=346)	0%	1%	35%	64%
Q17: Domain 4 Professional Responsibility: The teacher candidate seeks opportunities to take	<ul style="list-style-type: none"> • Shows little interest in finding ways to better support student learning. 	<ul style="list-style-type: none"> • Articulates concern for improving student growth but needs support to find 	<ul style="list-style-type: none"> • Undertakes independent research and analysis of assessment data to inform creation of instructional 	In addition to “proficient,” <ul style="list-style-type: none"> • Demonstrates creativity and persistence in developing

responsibility for student learning. (InTASC 10; CAEP 1.1; AAQEP 1f)	<ul style="list-style-type: none"> • Fails to communicate with students or families regarding students' progress. 	<p>strategies for improving student learning.</p> <ul style="list-style-type: none"> • Communicates with students and/or their families about students' progress only when there is a problem. 	<p>activities to support student learning.</p> <ul style="list-style-type: none"> • Communicates with students and/or their families about students' progress. 	<p>targeted and unique interventions to better support student learning.</p> <ul style="list-style-type: none"> • Provides regular and ongoing updates to students and families about students' progress.
Spring 2023 (n=341)	0%	8%	50%	42%
Fall 2023 (n=184)	0%	10%	46%	44%
Spring 2024 (n=346)	0%	7%	51%	42%
Q18*: Domain 4 Professional Responsibility: The teacher candidate seeks opportunities to collaborate with others to ensure learner growth and advance the profession. (InTASC 10; CAEP 1.1; AAQEP 1f)	<ul style="list-style-type: none"> • Plans independently of cooperating teacher and other classroom instruction and other classroom personnel. • Ignores observation feedback or openly resists suggestions for improving professional practice. • Develops negative relationships with colleagues and/or lacks awareness of professional boundaries. • Makes little use of technological tools to enhance collaborative efforts. 	<ul style="list-style-type: none"> • Discusses plans with cooperating teacher or other classroom personnel. • Allows observation but reluctantly accepts feedback on improving professional practice. • Maintains professional relationships focused on student success. • Makes use of technological tools to enhance collaborative efforts. 	<ul style="list-style-type: none"> • Plans collaboratively with cooperating teacher and other classroom personnel. • Welcomes observation and incorporates feedback to improve professional practice. • Maintains collaborative and professional relationships focused on working together to improve instruction and student success. • Effectively uses technological tools to enhance collaborative efforts. 	<p>In addition to “proficient,”</p> <ul style="list-style-type: none"> • Initiates co-planning sessions with cooperating teacher and other classroom personnel. • Actively seeks opportunities for observation and consistently incorporates feedback to improve professional practice • Positively contributes towards collaborative and professional relationships.
Spring 2023 (n=341)	0%	1%	36%	63%
Fall 2023 (n=184)	0%	0%	29%	71%
Spring 2024 (n=346)	0%	1%	28%	71%