Report on Teaching Effectiveness
2018-2019
1. Clinical Practice Experience
   a. Clinical Practice Evaluation Rubric
   b. Clinical Practice Experience Data

2. Advanced Practicum
   a. Advanced Practicum Field Performance Rubric
   b. Advanced Practicum Data

3. Strategies Project
   a. Strategies Project Rubric
   b. Strategies Project Data

4. Completer Survey
   a. UNO-Trained 1st Year Teachers - Average Preparedness Ratings
   b. UNO-Trained 1st Year Teacher Ratings by Principals - Average Preparedness Ratings
   c. UNO-Trained 3rd Year Teachers Ratings by Principals - Average Preparedness Ratings

5. Advanced Programs
   a. Completer Survey Data
   b. Employer Survey Data
Narrative on Final Clinical Practice Experience Data

Clinical Practice Experience Rubric Nebraska Department of Education Required Observation Instrument: This evidence is specific to CAEP 1.1.

This state required Clinical Experience Rubric assessment occurs during student teaching in the candidates’ final semester in the program. The assessment utilizes a four (4) level scale of 4 = Advanced; 3 = Proficient; 2 = Developing; and 1 = Below Standard. Candidates should be preforming at the Proficient level (3) on all indicators to demonstrate competency.

Data charts include the number of candidates in each subject area, the range of scores for the individual indicator, and the mean score for each indicator based on the assessment completed by the University Supervisors.

<table>
<thead>
<tr>
<th>Nebraska Clinical Practice Rubric</th>
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<tbody>
<tr>
<td><strong>Standard 1: Learner Development</strong></td>
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<tr>
<td>Uses knowledge of students to meet needs (1.000, 6%) CAEP.1.1 INTASC2013.1</td>
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<tr>
<td><strong>Standard 2: Learner Differences</strong></td>
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<tr>
<td>Differentiates instruction to meet student needs (1.000, 6%) CAEP.1.1 INTASC2013.2</td>
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<td><strong>Standard 3: Learning Environments</strong></td>
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<tr>
<td>Promotes a positive classroom environment through clear expectations (1.000, 6%) CAEP.1.1 INTASC2013.3</td>
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<tr>
<th>Standard 4: Content Knowledge</th>
<th>Communicates accurate content, uses academic vocabulary correctly, provides relevant opportunities for students to demonstrate understanding and uses knowledge of common misconceptions to create accurate understanding in the content area.</th>
<th>Communicates accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to demonstrate understanding.</th>
<th>Communicates content and uses academic vocabulary, yet does not consistently provide relevant opportunities for students to demonstrate understanding.</th>
<th>Communicates inaccurate content, academic vocabulary and/or provides irrelevant opportunities for students to demonstrate understanding.</th>
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<tbody>
<tr>
<td>Standard 5: Application of Content</td>
<td>Engages students to utilize literacy and communication skills from a variety of resources and perspectives to address targeted purposes and audiences.</td>
<td>Engages students to utilize literacy and communication skills by accessing a variety of resources and perspectives to show understanding of content.</td>
<td>Engages students in developing literacy and communication skills.</td>
<td>Provides few opportunities for students to develop literacy and communication skills.</td>
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<tr>
<td>Standard 6: Assessment</td>
<td>Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies to include designing and/or adapting interventions as a result.</td>
<td>Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies.</td>
<td>Uses classroom formative and summative assessments that match objectives and inform instructional decisions.</td>
<td>Uses classroom formative and summative assessments but may not match objectives and/or inform instructional decisions.</td>
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<tr>
<td>Standard 6: Assessment</td>
<td>Uses student performance data and knowledge of students to identify interventions that support and/or advance learning through a series of differentiated assessment practices that positively impact learning.</td>
<td>Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning.</td>
<td>Uses student performance data and knowledge of students to identify interventions that support students.</td>
<td>Does not use student performance data and/or knowledge of students to identify interventions that support students.</td>
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<tr>
<td>Standard 7: Planning for Instruction</td>
<td>Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills to include using data to adjust for recurring learning needs throughout planning.</td>
<td>Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills.</td>
<td>Sequences learning experiences linked to the learning objectives, performance tasks and assessments.</td>
<td>Provides little or no evidence of sequenced learning experiences and/or experiences are not linked to the learning objectives, performance tasks and/or assessments.</td>
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<tr>
<td>Standard 8: Instructional Strategies</td>
<td>Designs or adapts relevant learning experiences that incorporate digital tools and resources promote student learning and creativity.</td>
<td>Provides relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.</td>
<td>Provides relevant learning experiences that incorporate digital tools to stimulate interest.</td>
<td>Provides learning experiences that incorporate digital tools infrequently or ineffectively.</td>
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<td>Standard 8: Instructional Strategies</td>
<td>Uses a broad range of evidence–based strategies to support learning in the content area and poses questions and concepts that elicit students' critical thinking skills.</td>
<td>Uses evidence–based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills.</td>
<td>Uses evidence–based strategies to support learning in the content area and poses questions that elicit student thinking.</td>
<td>Uses strategies and poses questions.</td>
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<td>Standard 8: Instructional Strategies</td>
<td>Organizes and manages the learning environment for student engagement and personal accountability using strategies that provide opportunities for students to process and articulate new knowledge.</td>
<td>Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge.</td>
<td>Manages the learning environment for student engagement.</td>
<td>Attempts to manage the learning environment for student engagement.</td>
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<tr>
<td>Standard 9: Professional Learning and Ethical Practice</td>
<td>Invites constructive feedback, responds positively, independently sets and implements goals to improve practice.</td>
<td>Invites constructive feedback, responds positively, with support sets and implements goals to improve practice.</td>
<td>Invites constructive feedback, responds positively, but inconsistently implements goals to improve practice.</td>
<td>May resist constructive feedback or fail to implement goals to improve practice.</td>
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<td>Standard 10: Leadership and Collaboration</td>
<td>Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations to include seeking out leadership opportunities in the school and/or community.</td>
<td>Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations.</td>
<td>Conveys professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. Any minor lapses have been addressed.</td>
<td>Conveys a lack of professional decorum when interacting.</td>
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<tr>
<td>Standard 10: Leadership and Collaboration</td>
<td>Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively and communicates with families through a variety of means (i.e. notes home, e-mails or websites, phone calls, conferences, meetings).</td>
<td>Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively.</td>
<td>Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively with additional assistance.</td>
<td>Demonstrates unprofessional oral, written and/or electronic communication and/or responds to people, problems and crises ineffectively.</td>
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## Clinical Practice Data

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Notes:
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- Developing = 2
- Below Standard = 1
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<td>5. Application of Content - Engages students in critical thinking and collaborative problem solving</td>
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*Teacher Academy Project (TAP) Candidates only complete clinical practice during spring semesters.*
### Advanced Practicum

Advanced Practicum is required of all candidates in the educator preparation program. This is an early clinical experience for candidates and allows the EPP to gain insight on their early preparation. The course is usually completed during the second semester of their junior year after acceptance into the educator preparation program. This is an indirect measure of candidate performance in a 5-week clinical experience with mentor teachers, course instructors, instructional coaches or content specialists providing feedback and guidance. The final evaluation reported in the data sheet are based on course instructor’s overall candidate performance. This is not an observational instrument, but an overview of candidate progress. Final evaluations are based on a preponderance of evidence and professional judgement of course instructors. The rubric is cumulative in nature and not based on any one observation.

This assessment is scored on a three (3) level scale of 3 = Target; 2 = Approaching Target; and 1 = Below Target. Data charts include the number of candidates in each level (elementary and secondary), the range of scores for the individual indicator, and the mean score for each indicator based on the evaluation of course instructors.

#### Advanced Practicum Field Performance Rubric

*Behavioral examples are provided, but decisions are made based on a preponderance of evidence and the professional judgment of faculty and mentor teachers. The rubric is cumulative in nature. If a candidate performs at TARGET, it is assumed that he/she has mastered the positive behaviors listed in approaching and below.*

<table>
<thead>
<tr>
<th>Uses knowledge of students and their development to make instructional decisions <em>(Learner Development InTASC 1)</em></th>
<th>Advanced Level Expectations Target - 3</th>
<th>Intermediate Level Expectations Approaching Target - 2</th>
<th>Below Target - 1</th>
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</table>
| Uses information from at least one source about students to plan for and adjust teaching **Behaviors may include:**  
- Engages in conversations to learn more about students  
- Determines what student know, need to know, and want to know (KWL, interest inventories, etc.)  
- Recognizes learning styles and interests, needs or abilities  
- Connects lessons to students’ personal experiences, backgrounds or topics of interest to make instructional decisions  
- Uses information about students to support student learning | Gathers information about students to use in planning **Behaviors may include:**  
- Engages in conversations to learn more about students  
- Determines what student know, need to know, and want to know (KWL, interest inventories, etc.)  
- Recognizes learning styles and interests, needs or abilities | Gathers information about students but there is no evidence of use in planning and/or during instruction **Behaviors may include:**  
- Engages in conversations to learn more about students |

| Differentiates instruction to meet student needs *(Learner Differences InTASC 2)* | Uses UDL (Universal Design for Learning) to differentiate instruction to meet student needs **Behaviors may include:**  
- Presents information in multiple ways (what)  
- Varies the ways that students express what they know (how)  
- Provides rationale for the lesson to the students (why)  
- Responds to identified student needs  
- Activates prior knowledge | Uses UDL (Universal Design for Learning) to differentiate instruction **Behaviors may include:**  
- Presents information in multiple ways (what)  
- Varies the ways that students express what they know (how)  
- Provides rationale for the lesson to the students (why) | Uses UDL (Universal Design for Learning) to differentiate instruction insufficiently **Behaviors may include:**  
- Presents information in one way  
- Allows student to express what they know in a single way |
| Demonstrates awareness of the learning environment *(Learning Environment InTASC 3)* | Demonstrates an awareness of student needs and behaviors in the classroom environment and adjusts instruction in response to student needs and behaviors  
**Behaviors may include:**  
• Notices off task behavior  
• Uses proximity with intentionality  
• Scans the room and makes eye contact with students  
• Acknowledges positive behavior  
• Addresses behavioral concerns  
• Redirects students using nonverbal and verbal cues  
• Adjusts the pacing of the lesson  
• Revises rules as needed  
| Demonstrates an awareness of student needs and behaviors in the classroom environment  
**Behaviors may include:**  
• Notices off task behavior  
• Uses proximity control  
• Scans the room  
• Acknowledges positive behavior | Teaches despite student needs and behaviors  
**Behaviors may include:**  
• Continues to teach when students are talking or off task  
• Remains in one place  
• Looks at materials rather than students  
• Unaware of off task behavior  
• Focuses on negative behavior |
| Uses transitions during instruction *(Learning Environment InTASC 3)* | Uses transitions to maximize instructional time  
**Behaviors may include:**  
• Manages materials efficiently throughout the lesson  
• Organizes students for grouping  
• Structures transitions before, during and after the lesson  
• Preserves instructional time  
• Plans for and organizes students for grouping  
| Uses relevant transitions during instruction  
**Behaviors may include:**  
• Manages materials throughout the lesson  
• Organizes students for grouping  
• Structures transitions before, during and after the lesson  
• Preserves instructional time  
• Organizes students for grouping | Plans for transitions  
**Behaviors may include:**  
• Manages materials throughout the lesson  
• Organizes students for grouping |
| Communicates effectively verbally and nonverbally *(Learning Environment InTASC 3)* | Communicates verbally and nonverbally in ways that show respect and responsiveness to students  
**Behaviors may include:**  
• Uses voice variation and projects voice  
• Effective use of body posture and facial expressions  
• Allows for adequate wait time  
• Maintains the attention of the classroom  
• Responds with confidence and control and considers the needs of individual students  
• Engages students with actions and movement  
| Communicates verbally and nonverbally in ways that show respect to students  
**Behaviors may include:**  
• Uses voice variation and projects voice  
• Uses effective body posture and facial expressions  
• Provides for wait time, but it may be too short or too long  
• Maintains the attention of the classroom | Communicates ineffectively with students  
**Behaviors may include:**  
• Uses voice variation and projects voice  
• Uses effective body posture and facial expressions  
• Vocabulary is too easy or too hard |
| Communicates task and behavior expectations *(Learning Environment InTASC 3)* | Communicates and reinforces clear task and behavior expectations to students  
**Behaviors may include:**  
• Provides directions that lead to student response  
• Communicates expectations clearly in multiple ways (verbal, visual, nonverbal, etc.)  
• Reinforces expectations for student behavior  
• Communicates when students are on and off task  
| Communicates clear task and behavior expectations to students  
**Behaviors may include:**  
• Provides directions that students follow as intended  
• Communicates expectations clearly and in multiple ways (verbal, visual, nonverbal, etc.)  
| Communicates task or behavior expectations in an unclear or vague manner  
**Behaviors may include:**  
• Behavior expectations are unclear or vague  
• Communication is unclear or vague |
| **Uses accurate content and academic vocabulary to promote learning**  
*(Content Knowledge InTASC 4)* | Communicates accurate content, uses appropriate content vocabulary and provides opportunities for students to demonstrate understanding  
**Behaviors may include:**  
- Uses accurate academic vocabulary and within the correct context  
- Models for students  
- Provides opportunities for students to practice  
- Assists students in making connections  
- Recognizes and attempts to address when students lack understanding | Presents accurate content including content vocabulary and provides opportunities for students to demonstrate understanding  
**Behaviors may include:**  
- Uses accurate academic vocabulary and within the correct context  
- Models for students  
- Provides opportunities for students to practice  
- Assists students in making connections | Presents accurate content including content vocabulary  
**Behaviors may include:**  
- Uses accurate academic vocabulary and within the correct context |
| **Aligns objectives to standards**  
*(Content Knowledge InTASC 4)* | Aligns and connects the objective(s) to the appropriate state standards and lesson learning experiences  
**Behaviors may include:**  
- Aligns objective to the most appropriate standard  
- States and/or posts objectives  
- Aligns objective to the learning experiences | States and/or visually displays aligned objective(s) during instruction  
**Behaviors may include:**  
- Aligns objective to the most appropriate standard  
- States and/or posts objectives | Aligns the objective(s) to the appropriate state standards  
**Behaviors may include:**  
- Aligns objective to the most appropriate standard |
| **Engages students in critical thinking or collaborative problem solving**  
*(Application of Content InTASC 5)* | Connects developmentally appropriate content in a manner that engages students in collaboration or critical thinking in the discipline  
**Behaviors may include:**  
- Plans interactions among students to support learning  
- Encourages students to ask questions  
- Facilitates collaborative problem solving  
- Offers differing approaches to solving problems (i.e. model making, visual illustration, metaphor, choice boards, analogies, journals, etc.)  
- Provides reading and writing opportunities across content areas | Connects content in a manner that engages students in critical thinking or collaboration in the discipline  
**Behaviors may include:**  
- Plans interactions among students to support learning  
- Encourages students to ask questions  
- Facilitates collaborative problem solving | Plans for learning activities that engage students in critical thinking or collaboration  
**Behaviors may include:**  
- Plans interactions among students to support learning |
| **Uses assessment to inform instruction**  
*(Assessment InTASC 6)*  
*formal and informal was thought to further clarify for mentor teachers* | Uses multiple formative assessments (formal and informal) that match objective(s) throughout the lesson  
**Behaviors may include:**  
- Matches the formative assessment to the objective(s)  
- Checks for student understanding throughout the lesson  
- Monitors individual student understanding through multiple practice opportunities  
- Uses multiple formative assessments to assess objectives throughout the lesson  
- Tracks individual student understanding | Uses a minimum of one formative assessment (formal and informal) that matches the objective(s)  
**Behaviors may include:**  
- Matches the formative assessment to the objective(s)  
- Checks for student understanding throughout the lesson  
- Monitors individual student understanding | Uses a technique that does not assess individual students  
**Behaviors may include:**  
- Assessment is generalized, not allowing for additional information - Thumbs up, thumbs down / Does everyone understand? |
| **Plans for instruction**  
(Planning for Instruction InTASC 7) | Lesson plans align learning objective(s), instructional strategies, and assessments  
**Behaviors may include:**  
- Lesson plans align strategies and activities to the content and objective(s)  
- Lesson plans scaffold learning experiences  
- Learning experiences and instructional strategies within the lesson plan match the same cognitive demands as the objective  
- Lesson plans include transitions and management strategies to support the objective | Lesson plans align learning objective(s) with strategies or assessment(s)  
**Behaviors may include:**  
- Lesson plans align strategies and activities to the content and objective(s)  
- Lesson plans scaffold learning experiences  
| Lesson plans lack alignment to objective(s) and assessments  
**Behaviors may include:**  
- Lesson plans do not align strategies and activities within a lesson to the objective |
| **Uses research-based instructional strategies**  
(Instructional Strategies InTASC 8) | Uses relevant evidence-based instructional strategies that allow students to apply content area concepts  
**Behaviors may include:**  
- Evidences components of gradual release (or a similar structure that supports learning)  
- Chooses strategies that support learning and fit the content  
- Involves students in the learning using active engagement strategies (e.g. Kagan, Marzano, Cooperative Learning, etc.)  
- Asks varied levels of questions to assess student understanding (e.g. Socratic Method, Blooms, Spiraled Questioning, Revoicing, etc.) | Uses evidence-based instructional strategies that allow students to apply content area concepts  
**Behaviors may include:**  
- Evidences components of gradual release (or a similar structure that supports learning)  
- Chooses strategies that support learning and fit the content  
- Involves students in the learning using active engagement strategies (e.g. Kagan, Marzano, Cooperative Learning, etc.) | Uses evidence-based instructional strategies  
**Behaviors may include:**  
- Evidences components of gradual release (or a similar structure that supports learning)  
- Chooses strategies that support learning and fit the content |
| **Accepts critique and input regarding performance**  
(Professional Learning and Ethical Practice InTASC 9) | Accepts constructive feedback, responds positively, sets and implements goals to improve practice based on the feedback  
**Behaviors may include:**  
- Reflects on lessons and views teaching as a learning process  
- Accepts and applies feedback from previous teaching experiences in a positive manner to demonstrate growth and understanding  
- Sets and implements goals independently | Accepts constructive feedback, responds positively; with support sets and implements goals to improve practice based on the feedback  
**Behaviors may include:**  
- Reflects on lessons and views teaching as a learning process  
- Accepts and applies feedback from previous teaching experiences to demonstrate growth and understanding  
- Needs guidance to set and implement goals | Accepts constructive feedback and input regarding performance  
**Behaviors may include:**  
- Reflects on lessons and views teaching as a learning process  
- Accepts feedback from prior conversations or experiences |
| **Conveys professional decorum**  
(Leadership and Collaboration inTASC 10) | Conveys a confident, professional decorum when interacting with students, peers, and colleagues  
**Behaviors may include:**  
- Models ethical practice  
- Demonstrates tactfulness and/or confidentiality  
- Meets deadlines, keeps professional commitments to colleagues and students  
- Maintains the professional appearance required for the setting  
- Speaks and acts in a professional manner and makes appropriate adjustments per audience (i.e. grammar, tone, etc.)  
- Displays confidence when interacting with learners, peers, and colleagues in small and large group situations | Conveys professional decorum when interacting with students, peers, and colleagues  
**Behaviors may include:**  
- Models ethical practice  
- Demonstrates tactfulness and/or confidentiality  
- Meets deadlines, keeps professional commitments to colleagues and students  
- Maintains the professional appearance required for the setting | Lacks professional decorum in certain situations  
**Behaviors may include:**  
- Lacks ethical practice, tactfulness and/or confidentiality on a select occasion  
- Lacks the professional appearance required for the setting on a select occasion  
- Did not meet a deadline and/or kept a professional commitment on a select occasion |
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<td>InTASC 7</td>
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<td>Accepts critique and input regarding performance</td>
<td>Professional Learning and Ethical Practice</td>
<td>CAEP 1.1</td>
<td>InTASC 9</td>
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<tr>
<td></td>
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<td>Conveys professional decorum</td>
<td>Leadership and Collaboration</td>
<td>CAEP 1.1</td>
<td>InTASC 10</td>
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<tr>
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</table>
The Strategies Project is required of all candidates in the educator preparation programs. Candidates are assessed on their application of various instructional strategies, ability to implement and articulate identified instructional strategies, use of technology to track student learning, analyze assessment data to guide planning and instruction, use of data to measure/monitor student progress and adapt/differentiate learning experiences, and use technology to illustrate and convey data to stakeholders.

This assessment occurs during student teaching in the candidates’ final semester in the program. The assessment utilizes a three (3) level scale of 3 = Target; 2 = Approaching Target; and 1 = Below Target. Candidates should be performing at the Target level (3) on all indicators to demonstrate competency.

Data charts include the number of candidates in each subject area, the range of scores for the individual indicator, and the mean score for each indicator based on the assessment of two separate reviewers. When the performance level scores are not adjacent on any rubric indicator, a third evaluator scores the recording of the Strategies Projects, and the coordinator of field experiences reconciles the scores. The mean of the two scores is reported for each indicator if the scores are adjacent. All data are disaggregated by content area as required by CAEP.
<table>
<thead>
<tr>
<th>There is evidence that during a sequence of lessons, the candidate uses:</th>
<th>Target - 3</th>
<th>Approaching Target - 2</th>
<th>Below Target - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Instruction to Support Content</strong>&lt;br&gt;INTASC 8&lt;br&gt;CAEP 1.1</td>
<td>Applies and identifies a variety of instructional strategies through which students can learn content and/or build skills.&lt;br&gt;Behaviors may include, but are not limited to:&lt;br&gt;• Candidate provided students multiple and varied practice opportunities&lt;br&gt;• Candidate aligned strategies with objectives that represented varied cognitive levels&lt;br&gt;• Candidate connected content to students’ existing knowledge&lt;br&gt;• During the presentation, candidate explained the strategy shown in the video</td>
<td>Identifies a variety of instructional strategies through which students can learn content and/or build skills.</td>
<td>Identifies a variety of instructional strategies some of which are not well-matched to content or skills being taught.</td>
</tr>
<tr>
<td><strong>2. Instruction to Engage Learners</strong>&lt;br&gt;INTASC 8&lt;br&gt;CAEP 1.1</td>
<td>Adapts and applies a variety of instructional strategies to engage learners.&lt;br&gt;Behaviors may include, but are not limited to:&lt;br&gt;• Candidate provided students choice within the lesson sequence&lt;br&gt;• Students applied content to real-world scenarios/examples&lt;br&gt;• Students discussed content with each other&lt;br&gt;• Candidate differentiated examples to be relevant for students in his/her classroom&lt;br&gt;• Candidate purposefully grouped students to maximize collaborative learning opportunities</td>
<td>Applies a variety of instructional strategies to engage learners.</td>
<td>Identifies a variety of instructional strategies to engage learners.</td>
</tr>
<tr>
<td><strong>3. Assessment for Planning &amp; Instruction</strong>&lt;br&gt;INTASC 6&lt;br&gt;CAEP 1.1</td>
<td>Analyzes assessment data to describe patterns and/or gaps in learning and provides one or more examples of how analysis guided planning and instruction.&lt;br&gt;Behaviors may include, but are not limited to:&lt;br&gt;• Candidate used a pre-test or other method to determine students’ existing knowledge&lt;br&gt;• Candidate analyzed data from multiple perspectives to determine how to plan instruction for the class and individual students&lt;br&gt;• During the presentation, the candidate gave explicit student examples – noted how teaching was planned and delivered to meet a specific student need&lt;br&gt;• During the presentation, the candidate gave explicit content examples – noted how instruction was planned and delivered to address objectives of the lesson sequence</td>
<td>Applies assessment data to describe patterns and/or gaps in learning but provides no examples of how data guided planning or instruction.</td>
<td>Reviews assessment data but provides no examples of how data guided planning or instruction.</td>
</tr>
<tr>
<td><strong>4. Research-Supported Instruction</strong>&lt;br&gt;CAEP 1.1, 1.2&lt;br&gt;INTASC 8</td>
<td>Implements and articulates evidence-based instructional strategies.&lt;br&gt;Behaviors may include, but are not limited to:&lt;br&gt;During the presentation the candidate:&lt;br&gt;• Stated the specific instructional strategy&lt;br&gt;• Described the strategy as presented in the research&lt;br&gt;• Described how the strategy was adapted within the context of the specific lesson sequence</td>
<td>Articulates evidence-based instructional strategies.</td>
<td>Fails to articulate evidence-based instructional strategies or implements strategies which are not based in research.</td>
</tr>
<tr>
<td>5. Technology-Supported Instruction</td>
<td>Uses multiple technology tools to enhance student learning during the planning and/or delivery instruction. <em>Behaviors may include, but are not limited to:</em></td>
<td>Uses at least one technology tool to enhance student learning during the planning and/or delivery of instruction.</td>
<td>Uses technology in a manner which distracts from student learning or does not use technology.</td>
</tr>
<tr>
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<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| CAEP 1.1, 1.5 INTASC 8            | • Candidate and/or students accessed content via technology  
• Students interacted with content via technology  
• Students completed learning tasks using technology  
• Students collaborated with others via technology to complete learning task |                                                                                                                                     |                                                                                                                                   |
| 6. Assessment to Measure Learner Progress | Applies multiple assessment measures to identify impact on student learning and student progress within differentiated learning experiences. *Behaviors may include, but are not limited to:* | Applies multiple assessment measures to identify student progress. | Applies a single or no assessment measure to identify student progress. |
| INTASC 6 CAEP 1.1                 | • Candidate described how formative assessments were used in each lesson  
• Candidate compared baseline student performance information with data from assessments during and at the completion of the lesson sequence  
• During the presentations, candidate described why assessments were appropriate to individual students and specific objectives |                                                                                                                                     |                                                                                                                                   |
| 7. Assessment to Monitor & Engage Learners | Monitors impact on student learning to guide instruction and to engage learners in their own progress. *Behaviors may include, but are not limited to:* | Monitors student learning and uses it to guide instruction. | Monitors student learning. |
| INTASC 6 CAEP 1.1                 | • Candidate provided summative assessment criteria to students at the beginning of lesson sequence  
• Candidate provided specific feedback to individual students  
• Assessment tool provided feedback to student  
• Students engaged in creating assessment  
• Students engaged in peer or self-assessment  
• Candidate systematically recorded student progress |                                                                                                                                     |                                                                                                                                   |
| 8. Research-Supported Assessment | Implements and articulates evidence-based assessment strategies. *Behaviors may include, but are not limited to:* | Articulates evidence-based assessment strategies. | Fails to articulate evidence base of the assessment strategies used or implements strategies which are not based in research. |
| CAEP 1.1, 1.2 INTASC 6            | During the presentation, the candidate:  
• Stated the specific instructional strategy  
• Described the strategy as presented in the research  
• Described how the strategy was adapted within the context of the specific lesson sequence |                                                                                                                                     |                                                                                                                                   |
| 9. Technology to Monitor Student Learning | Uses technology to track data related to student learning before, during, and after instruction and uses this to make instructional decisions. *Behaviors may include, but are not limited to:* | Uses technology to track data related to student learning before, during and/or after instruction. | Uses technology to track data, but data gathered is insufficient to monitor student learning. |
| CAEP 1.1, 1.5 INTASC 6            | • Candidate recorded performance data in a digital format  
• Candidate used technology to analyze patterns or gaps in student learning and described how teaching was adjusted based on this |                                                                                                                                     |                                                                                                                                   |
| 10. Technology to Communicate Assessment Results | Uses technology to illustrate and convey data representing student learning with parents, students, or colleagues. *Behaviors may include, but are not limited to:* | Uses technology to illustrate data representing student learning. | Uses technology to illustrate data in a manner which misrepresents student learning. |
| CAEP 1.1, 1.5 INTASC 6            | • During the presentation, candidate provided graphic representations of student performance  
• Students or parents accessed assessment results via technology |                                                                                                                                     |                                                                                                                                   |
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Elementary</th>
<th>Early Childhood</th>
<th>Early Childhood Inclusive</th>
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<td>1-3</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>M 2.99</td>
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<td>2.96</td>
</tr>
<tr>
<td>Adapts and applies a variety of instructional strategies to engage learners.</td>
<td>R 2-3</td>
<td>1-3</td>
<td>2-3</td>
</tr>
<tr>
<td></td>
<td>M 2.94</td>
<td>2.98</td>
<td>2.96</td>
</tr>
<tr>
<td>Analyzes assessment data to describe patterns and/or gaps in learning and provides one or more examples of how analysis guided planning and instruction.</td>
<td>R 2-3</td>
<td>1-3</td>
<td>2-3</td>
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<tr>
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<td>M 2.88</td>
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<td>Implements and articulates evidence-based instructional strategies.</td>
<td>R 2-3</td>
<td>1-3</td>
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</tr>
<tr>
<td></td>
<td>M 2.88</td>
<td>2.87</td>
<td>2.94</td>
</tr>
<tr>
<td>Uses multiple technology tools to enhance student learning during the planning and/or delivery of instruction.</td>
<td>R 2-3</td>
<td>1-3</td>
<td>2-3</td>
</tr>
<tr>
<td></td>
<td>M 2.88</td>
<td>2.87</td>
<td>2.94</td>
</tr>
<tr>
<td>Monitors student learning to guide instruction and to engage learners in their own progress.</td>
<td>R 2-3</td>
<td>1-3</td>
<td>2-3</td>
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<tr>
<td></td>
<td>M 2.95</td>
<td>2.86</td>
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<tr>
<td>Implements and articulates evidence-based assessment strategies.</td>
<td>R 2-3</td>
<td>1-3</td>
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<tr>
<td></td>
<td>M 2.95</td>
<td>2.95</td>
<td>2.99</td>
</tr>
<tr>
<td>Uses Technology to track data related to student learning before, during, and after instruction and uses this to make instructional decisions.</td>
<td>R 2-3</td>
<td>1-3</td>
<td>2-3</td>
</tr>
<tr>
<td></td>
<td>M 2.95</td>
<td>2.95</td>
<td>2.99</td>
</tr>
<tr>
<td>Uses technology to illustrate and convey data representing student learning with parents, students, or colleagues.</td>
<td>R 2-3</td>
<td>1-3</td>
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<tr>
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<td>M 2.95</td>
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<td>Indicator</td>
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<td>K-12 Music</td>
<td>K-12 Health &amp; PE</td>
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<td>**Target = 3</td>
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<td>Below Target = 1**</td>
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<td>N=4 N=3 N=7 N=2</td>
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<tr>
<td>Applies and identifies a variety of instructional strategies through which students can learn content and/or build skills.</td>
<td>R 3 3 3 2-3 3 3 3 3 3 3 3</td>
<td>M 3.00 3.00 3.00 2.83 3.00 3.00 3.00 3.00 3.00 3.00 3.00 3.00</td>
<td></td>
</tr>
<tr>
<td>Adapts and applies a variety of instructional strategies to engage learners.</td>
<td>R 3 3 2-3 2-3 3 3 3 3 3 3 3 3</td>
<td>M 3.00 3.00 2.88 2.88 3.00 3.00 3.00 3.00 3.00 3.00 3.00 3.00</td>
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</tr>
<tr>
<td>Analyzes assessment data to describe patterns and/or gaps in learning and provides one or more examples of how analysis guided planning and instruction.</td>
<td>R 3 3 1-3 3 3 3 2-3 3 2-3 3 2-3 3</td>
<td>M 3.00 3.00 2.50 3.00 3.00 3.00 2.81 3.00 2.67 3.00 2.93 3.00</td>
<td></td>
</tr>
<tr>
<td>Implements and articulates evidence-based instructional strategies.</td>
<td>R 2-3 2-3 3 2-3 3 2-3 2-3 3 3 3 3 3</td>
<td>M 2.88 2.33 3.00 2.83 3.00 2.34 2.69 3.00 3.00 3.00 3.00 3.00</td>
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<tr>
<td>Uses multiple technology tools to enhance student learning during the planning and/or delivery of instruction.</td>
<td>R 2-3 3 2-3 3 3 3 2-3 3 3 2-3 3 3</td>
<td>M 2.87 3.00 2.88 3.00 3.00 3.00 2.94 3.00 3.00 2.83 3.00 3.00</td>
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<tr>
<td>Applies multiple assessment measures to identify student progress within differentiated learning experiences.</td>
<td>R 3 3 2-3 2-3 3 3 3 2-3 3 2-3 3 3</td>
<td>M 3.00 3.00 2.75 2.83 3.00 3.00 2.94 3.00 2.83 3.00 3.00 3.00</td>
<td></td>
</tr>
<tr>
<td>Monitors student learning to guide instruction and to engage learners in their own progress.</td>
<td>R 3 3 1-3 3 3 3 2-3 3 3 3 3 3</td>
<td>M 3.00 3.00 2.63 3.00 3.00 3.00 2.75 3.00 3.00 3.00 3.00 3.00</td>
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</tr>
<tr>
<td>Implements and articulates evidence-based assessment strategies.</td>
<td>R 2-3 3 2-3 2-3 3 2-3 2-3 3 3 3 3 3</td>
<td>M 2.88 3.00 2.75 2.83 3.00 2.67 2.69 3.00 3.00 3.00 3.00 3.00</td>
<td></td>
</tr>
<tr>
<td>Uses Technology to track data related to student learning before, during, and after instruction and uses this to make instructional decisions.</td>
<td>R 2-3 3 1-3 3 3 2-3 2-3 3 3 3 2-3 3</td>
<td>M 2.88 3.00 2.63 3.00 3.00 2.67 2.94 3.00 3.00 3.00 2.86 3.00</td>
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</tr>
<tr>
<td>Uses technology to illustrate and convey data representing student learning with parents, students, or colleagues.</td>
<td>R 3 3 2-3 3 3 3 2-3 3 2-3 3 3 3</td>
<td>M 3.00 3.00 2.75 3.00 3.00 2.94 3.00 2.67 3.00 3.00 3.00 3.00</td>
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### Strategies Project Data

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<tr>
<th>Indicator</th>
<th>K-12 ESL</th>
<th>K-12 Library</th>
<th>Special Education</th>
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<td>M</td>
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<td>N=5</td>
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<tr>
<td><strong>Adapts and applies a variety of instructional strategies to engage learners.</strong></td>
<td>R</td>
<td>M</td>
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<td>N=5</td>
<td>N=4</td>
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<td>3.00</td>
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<tr>
<td><strong>Analyzes assessment data to describe patterns and/or gaps in learning and provides one or more examples of how analysis guided planning and instruction.</strong></td>
<td>R</td>
<td>M</td>
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<td>N=5</td>
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<td><strong>Implements and articulates evidence-based instructional strategies.</strong></td>
<td>R</td>
<td>M</td>
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<tr>
<td><strong>Uses multiple technology tools to enhance student learning during the planning and/or delivery of instruction.</strong></td>
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<td>M</td>
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<td>N=5</td>
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<tr>
<td><strong>Applies multiple assessment measures to identify student progress within differentiated learning experiences.</strong></td>
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<td>M</td>
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<td>N=5</td>
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<tr>
<td><strong>Monitors student learning to guide instruction and to engage learners in their own progress.</strong></td>
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<td>M</td>
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<td><strong>Implements and articulates evidence-based assessment strategies.</strong></td>
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<td>M</td>
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<tr>
<td><strong>Uses Technology to track data related to student learning before, during, and after instruction and uses this to make instructional decisions.</strong></td>
<td>R</td>
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<tr>
<td><strong>Uses technology to illustrate and convey data representing student learning with parents, students, or colleagues.</strong></td>
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<td>M</td>
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<td>N=5</td>
<td>N=4</td>
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<td></td>
<td>F'17</td>
<td>S'18</td>
<td>F'18</td>
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<tr>
<td>N=3</td>
<td>N=14</td>
<td>N=10</td>
<td>N=1</td>
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<tr>
<td>Applies and identifies a variety of instructional strategies through which students can learn content and/or build skills.</td>
<td>R</td>
<td>3</td>
<td>2-3</td>
</tr>
<tr>
<td>M</td>
<td>3.00</td>
<td>2.96</td>
<td>3.00</td>
</tr>
<tr>
<td>Adapts and applies a variety of instructional strategies to engage learners.</td>
<td>R</td>
<td>2-3</td>
<td>2-3</td>
</tr>
<tr>
<td>M</td>
<td>2.83</td>
<td>2.97</td>
<td>3.00</td>
</tr>
<tr>
<td>Analyzes assessment data to describe patterns and/or gaps in learning and provides one or more examples of how analysis guided planning and instruction.</td>
<td>R</td>
<td>2-3</td>
<td>2-3</td>
</tr>
<tr>
<td>M</td>
<td>2.83</td>
<td>2.82</td>
<td>2.50</td>
</tr>
<tr>
<td>Implements and articulates evidence-based instructional strategies.</td>
<td>R</td>
<td>2-3</td>
<td>2-3</td>
</tr>
<tr>
<td>M</td>
<td>2.83</td>
<td>2.93</td>
<td>3.00</td>
</tr>
<tr>
<td>Uses multiple technology tools to enhance student learning during the planning and/or delivery of instruction.</td>
<td>R</td>
<td>3</td>
<td>2-3</td>
</tr>
<tr>
<td>M</td>
<td>3.00</td>
<td>2.96</td>
<td>3.00</td>
</tr>
<tr>
<td>Applies multiple assessment measures to identify student progress within differentiated learning experiences.</td>
<td>R</td>
<td>2-3</td>
<td>2-3</td>
</tr>
<tr>
<td>M</td>
<td>2.50</td>
<td>2.86</td>
<td>3.00</td>
</tr>
<tr>
<td>Monitors student learning to guide instruction and to engage learners in their own progress.</td>
<td>R</td>
<td>2-3</td>
<td>2-3</td>
</tr>
<tr>
<td>M</td>
<td>2.83</td>
<td>2.89</td>
<td>3.00</td>
</tr>
<tr>
<td>Implements and articulates evidence-based assessment strategies.</td>
<td>R</td>
<td>2-3</td>
<td>2-3</td>
</tr>
<tr>
<td>M</td>
<td>2.83</td>
<td>2.93</td>
<td>3.00</td>
</tr>
<tr>
<td>Uses Technology to track data related to student learning before, during, and after instruction and uses this to make instructional decisions.</td>
<td>R</td>
<td>3</td>
<td>2-3</td>
</tr>
<tr>
<td>M</td>
<td>3.00</td>
<td>2.75</td>
<td>3.00</td>
</tr>
<tr>
<td>Uses technology to illustrate and convey data representing student learning with parents, students, or colleagues.</td>
<td>R</td>
<td>3</td>
<td>2-3</td>
</tr>
<tr>
<td>M</td>
<td>3.00</td>
<td>2.93</td>
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</table>
## Strategies Project Data

<table>
<thead>
<tr>
<th>Indicator</th>
<th>TAP</th>
</tr>
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<tbody>
<tr>
<td>**Target = 3</td>
<td>Approaching Target = 2</td>
</tr>
<tr>
<td>1 Applies and identifies a variety of instructional strategies through which students can learn content and/or build skills.</td>
<td>CAEP 1.1 InTASC 8</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>R 2-3</td>
</tr>
<tr>
<td>2 Adapts and applies a variety of instructional strategies to engage learners.</td>
<td>CAEP 1.1 InTASC 8</td>
</tr>
<tr>
<td></td>
<td>M 2.86</td>
</tr>
<tr>
<td>3 Analyzes assessment data to describe patterns and/or gaps in learning and provides one or more examples of how analysis guided planning and instruction.</td>
<td>CAEP 1.1 InTASC 8</td>
</tr>
<tr>
<td></td>
<td>M 2.91</td>
</tr>
<tr>
<td>4 Implements and articulates evidence-based instructional strategies.</td>
<td>CAEP 1.1, 1.2 InTASC 8</td>
</tr>
<tr>
<td></td>
<td>M 3.00</td>
</tr>
<tr>
<td>5 Uses multiple technology tools to enhance student learning during the planning and/or delivery of instruction.</td>
<td>CAEP 1.1, 1.5 InTASC 8</td>
</tr>
<tr>
<td></td>
<td>M 2.95</td>
</tr>
<tr>
<td>6 Applies multiple assessment measures to identify student progress within differentiated learning experiences.</td>
<td>CAEP 1.1 InTASC 6</td>
</tr>
<tr>
<td></td>
<td>M 2.91</td>
</tr>
<tr>
<td>7 Monitors student learning to guide instruction and to engage learners in their own progress.</td>
<td>CAEP 1.1 InTASC 6</td>
</tr>
<tr>
<td></td>
<td>M 2.82</td>
</tr>
<tr>
<td>8 Implements and articulates evidence-based assessment strategies.</td>
<td>CAEP 1.1, 1.2 InTASC 6</td>
</tr>
<tr>
<td></td>
<td>M 2.91</td>
</tr>
<tr>
<td>9 Uses Technology to track data related to student learning before, during, and after instruction and uses this to make instructional decisions.</td>
<td>CAEP 1.1, 1.5 InTASC 6, 9</td>
</tr>
<tr>
<td></td>
<td>M 2.95</td>
</tr>
<tr>
<td>10 Uses technology to illustrate and convey data representing student learning with parents, students, or colleagues.</td>
<td>CAEP 1.1, 1.5 InTASC 9</td>
</tr>
<tr>
<td></td>
<td>M 3.00</td>
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</tbody>
</table>

*Teacher Academy Project (TAP) only completes clinical experiences during the Spring semester.*
The Nebraska Department of Education (NDE) provides annual survey data for all teacher preparation programs in the state. Since 2017, NDE has surveyed both principals and completers at the first-year mark and in 2018 survey principals regarding third year teachers. NDE disaggregates data by Content Endorsements (secondary content areas), Early Childhood, Elementary, Middle, and Special Education. The 4-point Likert survey ranges from 3 = Consistent to 0 = Rare.

### UNO-Trained 1st Year Teachers

#### Average Preparedness Ratings

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Content</th>
<th>Early Childhood</th>
<th>Elementary</th>
<th>Middle Grades</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Development</td>
<td>2.49</td>
<td>2.20</td>
<td>2.33</td>
<td>2.67</td>
<td>2.33</td>
</tr>
<tr>
<td>Learning Differences</td>
<td>2.33</td>
<td>2.69</td>
<td>2.42</td>
<td>2.50</td>
<td>2.80</td>
</tr>
<tr>
<td>Learning Environments</td>
<td>2.38</td>
<td>2.35</td>
<td>2.35</td>
<td>2.33</td>
<td>2.87</td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>2.54</td>
<td>2.59</td>
<td>2.40</td>
<td>2.00</td>
<td>2.67</td>
</tr>
<tr>
<td>Application of Content</td>
<td>2.28</td>
<td>2.22</td>
<td>2.32</td>
<td>2.00</td>
<td>2.50</td>
</tr>
<tr>
<td>Assessment</td>
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<td>2.44</td>
<td>2.42</td>
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<td>2.30</td>
</tr>
<tr>
<td>Planning for Instruction</td>
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<td>2.30</td>
<td>2.26</td>
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<td>2.40</td>
</tr>
<tr>
<td>Instructional Strategies</td>
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<td>2.22</td>
<td>2.37</td>
<td>2.00</td>
<td>2.50</td>
</tr>
<tr>
<td>Professional Learning and Ethical Practice</td>
<td>2.72</td>
<td>2.81</td>
<td>2.48</td>
<td>3.00</td>
<td>2.87</td>
</tr>
<tr>
<td>Leadership and Collaboration</td>
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<td>2.33</td>
<td>2.39</td>
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<td>2.60</td>
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<tr>
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<td>2.78</td>
<td>2.55</td>
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<td>3.00</td>
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<tr>
<td>Professional Dispositions</td>
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<td>2.83</td>
<td>2.70</td>
<td>3.00</td>
<td>2.95</td>
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<td>2.53</td>
<td>2.48</td>
<td>2.42</td>
<td>2.63</td>
<td>2.65</td>
</tr>
</tbody>
</table>

**Response Rates**

- 2017 = 44% (60/136)
- 2018 = 38% (42/114)
### UNO-Trained 1st Year Teacher Ratings by Principals

#### Average Preparedness Ratings

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Content</th>
<th>Early Childhood</th>
<th>Elementary</th>
<th>Middle Grades</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistent = 3</td>
<td>Frequent = 2</td>
<td>Occasional = 1</td>
<td>0 = Rare</td>
<td>2017 (N=26)</td>
<td>2018 (N=27)</td>
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<tr>
<td>------------------------------------</td>
<td>---------</td>
<td>----------------</td>
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<td>---------------</td>
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<tr>
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<td>2.37</td>
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<td>2.13</td>
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<td>2.36</td>
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<td>1.80</td>
<td>2.00</td>
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<td>2.61</td>
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<td>2.24</td>
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<td>2.67</td>
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<tr>
<td>Impact on Student Learning</td>
<td>2.52</td>
<td>2.48</td>
<td>2.50</td>
<td>2.00</td>
<td>2.50</td>
</tr>
<tr>
<td>Professional Dispositions</td>
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<td>2.44</td>
<td>2.52</td>
<td>2.35</td>
<td>2.42</td>
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<td>2.36</td>
<td>2.24</td>
<td>2.16</td>
<td>2.41</td>
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</table>

*Data missing*

### Response Rates

- 2017 = 46% (62/136)
- 2018 = 38% (43/114)
- 2019 = 66% (84/128)
UNO-Trained 3rd Year Teachers Ratings by Principals

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Content</th>
<th>Early Childhood</th>
<th>Elementary</th>
<th>Middle Grades</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Development</td>
<td>2.62</td>
<td>2.83</td>
<td>2.60</td>
<td>3.00</td>
<td>2.65</td>
</tr>
<tr>
<td>Learning Differences</td>
<td>2.40</td>
<td>2.30</td>
<td>2.62</td>
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</tr>
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<td>Learning Environments</td>
<td>2.52</td>
<td>2.89</td>
<td>2.68</td>
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<td>2.56</td>
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<tr>
<td>Content Knowledge</td>
<td>2.57</td>
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<td>2.66</td>
<td>3.00</td>
<td>2.52</td>
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<tr>
<td>Application of Content</td>
<td>2.43</td>
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<td>2.49</td>
<td>3.00</td>
<td>2.33</td>
</tr>
<tr>
<td>Assessment</td>
<td>2.46</td>
<td>2.83</td>
<td>2.50</td>
<td>3.00</td>
<td>2.50</td>
</tr>
<tr>
<td>Planning for Instruction</td>
<td>2.53</td>
<td>3.00</td>
<td>2.56</td>
<td>3.00</td>
<td>2.41</td>
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<tr>
<td>Instructional Strategies</td>
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<td>3.00</td>
<td>2.50</td>
<td>3.00</td>
<td>2.41</td>
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<tr>
<td>Professional Learning and Ethical Practice</td>
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<td>3.00</td>
<td>2.64</td>
<td>3.00</td>
<td>2.63</td>
</tr>
<tr>
<td>Leadership and Collaboration</td>
<td>2.50</td>
<td>2.83</td>
<td>2.50</td>
<td>3.00</td>
<td>2.56</td>
</tr>
<tr>
<td>Impact on Student Learning</td>
<td>2.64</td>
<td>3.00</td>
<td>2.33</td>
<td>3.00</td>
<td>2.56</td>
</tr>
<tr>
<td>Professional Dispositions</td>
<td>2.60</td>
<td>3.00</td>
<td>2.65</td>
<td>3.00</td>
<td>2.72</td>
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<td>2.89</td>
<td>2.56</td>
<td>2.92</td>
<td>2.57</td>
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</tbody>
</table>

Response Rate:
2018 = 68% (115/168)

2018 was the pilot year for 3rd year teacher survey which was only sent to principals. The 2019 3rd year teacher results were not available from NDE at the time of this report.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNO graduate program prepared me to use data appropriately and effectively to guide decision making.</strong> <em>(A.1.1 application of data literacy)</em></td>
<td>4.12</td>
<td>4.14</td>
<td>5.00</td>
<td>4.60</td>
</tr>
<tr>
<td><strong>UNO graduate program prepared me in my content area with both knowledge and skills.</strong> <em>(A.1.2 has content knowledge)</em></td>
<td>4.35</td>
<td>4.57</td>
<td>4.73</td>
<td>4.87</td>
</tr>
<tr>
<td><strong>UNO graduate program prepared to meet the challenges and responsibilities in my discipline.</strong> <em>(A.1.2 application of content knowledge)</em></td>
<td>4.18</td>
<td>4.43</td>
<td>4.73</td>
<td>4.67</td>
</tr>
<tr>
<td><strong>UNO graduate program prepared me to use and apply research and other forms of evidence to substantiate decision making.</strong> <em>(A.1.1 use of research)</em></td>
<td>4.29</td>
<td>4.00</td>
<td>4.64</td>
<td>4.60</td>
</tr>
<tr>
<td><strong>UNO graduate program prepared me to use data and data analysis to ensure a supportive and safe environment.</strong> <em>(A.1.1 data analysis for school environment)</em></td>
<td>3.71</td>
<td>4.00</td>
<td>4.91</td>
<td>4.80</td>
</tr>
<tr>
<td><strong>UNO graduate program prepared me to be a productive member and/or to lead collaborative activities.</strong> <em>(A.1.1 collaboration)</em></td>
<td>4.29</td>
<td>4.57</td>
<td>4.73</td>
<td>4.93</td>
</tr>
<tr>
<td><strong>UNO graduate program prepared me to effectively and to use technology appropriately to track progress and communicate with stakeholders.</strong> <em>(A.1.1 technology)</em></td>
<td>3.71</td>
<td>3.50</td>
<td>4.73</td>
<td>4.73</td>
</tr>
<tr>
<td><strong>UNO graduate program provided me with the knowledge and understanding of the ethical codes of conduct for my discipline.</strong> <em>(A.1.1 professionalism)</em></td>
<td>4.59</td>
<td>4.63</td>
<td>4.81</td>
<td>4.93</td>
</tr>
<tr>
<td><strong>UNO graduate program provided me with the knowledge and understanding of relevant laws and policies specific to my discipline.</strong> <em>(A.1.1 professionalism)</em></td>
<td>4.23</td>
<td>4.13</td>
<td>4.64</td>
<td>4.67</td>
</tr>
<tr>
<td><strong>UNO graduate program prepared me for my roles and responsibilities in my discipline.</strong></td>
<td>4.18</td>
<td>4.29</td>
<td>4.73</td>
<td>4.67</td>
</tr>
</tbody>
</table>
## Advanced Programs

### Employer Survey Data

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UNO graduate uses data appropriately and effectively to guide decision making (A.1.1 application of data literacy)</td>
<td>4.45</td>
<td>4.50</td>
<td>5.00</td>
</tr>
<tr>
<td>UNO graduate demonstrates command of their content knowledge. (A.1.2 has content knowledge)</td>
<td>4.60</td>
<td>4.50</td>
<td>4.75</td>
</tr>
<tr>
<td>UNO graduate is prepared to meet the challenges and responsibilities in his/her discipline. (A.1.2 application of content knowledge)</td>
<td>4.70</td>
<td>4.50</td>
<td>4.50</td>
</tr>
<tr>
<td>UNO graduate applies content knowledge to meet challenges and fulfill responsibilities (A.1.1 use of research)</td>
<td>4.30</td>
<td>45.00</td>
<td>4.50</td>
</tr>
<tr>
<td>UNO graduate appropriately seeks and applies research and other forms of evidence to substantiate decision making (A.1.1 data analysis for school environment)</td>
<td>4.47</td>
<td>4.50</td>
<td>4.75</td>
</tr>
<tr>
<td>UNO graduate uses data and analysis to create supportive environments (A.1.1 collaboration)</td>
<td>4.70</td>
<td>4.00</td>
<td>4.00</td>
</tr>
<tr>
<td>UNO graduate demonstrates the ability to participate in and/or lead collaborative activities (A.1.1 technology)</td>
<td>4.40</td>
<td>4.75</td>
<td>4.75</td>
</tr>
<tr>
<td>UNO graduate demonstrates the ability to utilize technology appropriately to track progress and communicate with stakeholders. (A.1.1 professionalism)</td>
<td>4.70</td>
<td>4.75</td>
<td>4.75</td>
</tr>
<tr>
<td>UNO graduate adheres to relevant laws and policies. (A.1.1 professionalism)</td>
<td>4.75</td>
<td>4.50</td>
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</tr>
<tr>
<td>UNO graduate was prepared for his/her roles and responsibilities in the discipline.</td>
<td>4.65</td>
<td>4.25</td>
<td>4.75</td>
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</tbody>
</table>