

Table 1

Fall 2022 Undergraduate Early Childhood Education Candidate Rubric Score Distributions (N=17)

NAEYC Standard		4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches)	1 (Does Not Meet)	Mean	SD	% of 3 +	% of 2+
Planning for Learning Objectives and Content									
5a, 5c	A) Student teacher identifies instructional objectives that reflect knowledge of content and CCSS.	10	6	1	0	3.5	0.6	94.1	100
5b	B) Student teacher plans activities that align with instructional objectives.	11	5	1	0	3.6	0.6	94.1	100
4c, 4d	C) Student teacher plans activities that differentiate instruction to meet individual students' needs.	3	12	2	0	3.1	0.5	88.2	100
5a, 5c	D) Student teacher uses resources that are clearly aligned with the instructional objectives and reflect knowledge of content and CCSS.	5	9	3	0	3.1	0.7	82.4	100
Supporting Student Intellectual Engagement throughout Lesson									
4b	E) Student teacher uses activities that require students to engage intellectually with the material.	11	6	0	0	3.6	0.5	100	100
4c, 5b	F) Student teacher uses a range of questioning and discussion techniques that elicit higher-order thinking.	5	7	5	0	3.0	0.8	70.6	100
4a	G) Student teacher provides students time to develop their ideas and answers.	10	6	1	0	3.5	0.6	94.1	100
4a, 4c	H) Student teacher supports students to productively struggle with concepts and material.	7	7	3	0	3.2	0.7	82.4	100
4a, 4b, 4c	I) Student teacher encourages students to explain their thinking and appropriately question the thinking of others.	4	9	4	0	3.0	0.7	76.5	100
4a, 4c	J) Student teacher encourages students to reflect on their learning.	0	12	5	0	2.7	0.5	70.6	100

Assessing Learning by All Students									
NAEYC Standard		4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches)	1 (Does Not Meet)	Mean	SD	% of 3+	% of 2+
3a, 3b, 3c	K) Student teacher uses formative and summative assessments aligned to learning outcomes to support learning for all students.	5	11	1	0	3.2	0.5	94.1	100
3b	L) Student teacher monitors student learning (individuals and groups) throughout lesson.	15	2	0	0	3.9	0.3	100	100
3c	M) Student teacher provides actionable feedback on individual students' work.	14	3	0	0	3.8	0.4	100	100
3b	N) Student teacher provides closing activity that checks for student understanding.	14	3	0	0	3.8	0.4	100	100
Maintaining a Safe, Respectful, Supportive, and Challenging Learning Environment									
4a	O) Student teacher uses language of caring and respect for all students.	15	1	1	0	3.8	0.5	94.1	100
3d	P) Student teacher demonstrates awareness of students' lives beyond school.	2	13	1	0	3.1	0.4	93.8	100
4a	Q) Student teacher fosters a safe environment for student risk taking.	3	9	1	0	3.2	0.5	92.3	100
4d, 5c	R) Student teacher demonstrates high expectations for all students' capabilities for learning.	9	8	0	0	3.5	0.5	100	100
4a	S) Student teacher fosters student engagement in a range of learning contexts (including individual, small-group, and whole-class work).	13	4	0	0	3.8	0.4	100	100
4c, 4d	T) Student teacher ensures that standards of conduct and classroom norms are understood by the students.	3	9	5	0	2.9	0.7	70.6	100
4b	U) Student teacher applies appropriate classroom management strategies.	3	12	2	0	3.1	0.5	88.2	100
Critical Self-Reflection on Practice [Note: Evidence for this dimension based on conferences with supervisor and/or cooperating teacher.]									
4d	V) Student teacher critically reflects on his/her own practice.	6	9	0	2	3.1	0.9	88.2	88.2

Note. All evaluations were conducted by the College Supervisors; Since the program requires two semesters of student teaching, the data show Candidates' performance at the end of Fall 2022 semester.

Table 2

Fall 2022 Undergraduate Childhood Education Candidate Rubric Score Distributions (N=16)

	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approac hes)	1 (Does Not Meet)	<i>Mean</i>	<i>SD</i>	% of 3+	% of 2+
Planning for Learning Objectives and Content								
A) Student teacher identifies instructional objectives that reflect knowledge of content and CCSS.	0	14	2	0	2.9	0.3	87.5	100
B) Student teacher plans activities that align with instructional objectives.	0	14	2	0	2.9	0.3	87.5	100
C) Student teacher plans activities that differentiate instruction to meet individual students' needs.	0	12	4	0	2.8	0.4	75	100
D) Student teacher uses resources that are clearly aligned with the instructional objectives and reflect knowledge of content and CCSS.	0	13	3	0	2.8	0.4	81.3	100
Supporting Student Intellectual Engagement throughout Lesson								
E) Student teacher uses activities that require students to engage intellectually with the material.	1	13	2	0	2.9	0.4	87.5	100
F) Student teacher uses a range of questioning and discussion techniques that elicit higher-order thinking.	1	10	4	1	2.7	0.7	68.8	93.8
G) Student teacher provides students time to develop their ideas and answers.	0	15	1	0	2.9	0.2	93.8	100
H) Student teacher supports students to productively struggle with concepts and material.	1	12	3	0	2.9	0.5	81.3	100
I) Student teacher encourages students to explain their thinking and appropriately question the thinking of others.	0	10	6	0	2.6	0.5	62.5	100
J) Student teacher encourages students to reflect on their learning.	1	12	3	0	2.9	0.5	81.3	100

Assessing Learning by All Students								
	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approac hes)	1 (Does Not Meet)	Mean	SD	% of 3+	% of 2+
K) Student teacher uses formative and summative assessments aligned to learning outcomes to support learning for all students.	0	12	3	0	2.8	0.4	80.0	100
L) Student teacher monitors student learning (individuals and groups) throughout lesson.	0	14	2	0	2.9	0.3	87.5	100
M) Student teacher provides actionable feedback on individual students' work.	0	13	3	0	2.8	0.4	81.3	100
N) Student teacher provides closing activity that checks for student understanding.	0	14	2	0	2.9	0.3	87.5	100
Maintaining a Safe, Respectful, Supportive, and Challenging Learning Environment								
O) Student teacher uses language of caring and respect for all students.	5	11	0	0	3.3	0.5	100	100
P) Student teacher demonstrates awareness of students' lives beyond school.	0	9	3	0	2.8	0.4	75.0	100
Q) Student teacher fosters a safe environment for student risk taking.	4	12	0	0	3.3	0.4	100	100
R) Student teacher demonstrates high expectations for all students' capabilities for learning.	2	13	1	0	3.1	0.4	93.8	100
S) Student teacher fosters student engagement in a range of learning contexts (including individual, small-group, and whole-class work).	2	11	3	0	2.9	0.6	81.3	100
T) Student teacher ensures that standards of conduct and classroom norms are understood by the students.	2	12	2	0	3.0	0.5	87.5	100
U) Student teacher applies appropriate classroom management strategies.	2	11	3	0	2.9	0.6	81.3	100
Critical Self-Reflection on Practice [Note: Evidence for this dimension based on conferences with supervisor and/or cooperating teacher.]								
V) Student teacher critically reflects on his/her own practice.	7	8	1	0	3.4	0.6	93.8	100

Note. All evaluations were conducted by the College Supervisors.

Table 3
Fall 2022 Graduate Childhood Education Candidate Rubric Distributions (N=7)

	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approac hes)	1 (Does Not Meet)	% of 3+	% of 2+
Planning for Learning Objectives and Content						
A) Student teacher identifies instructional objectives that reflect knowledge of content and CCSS.	0	6	1	0	85.7	100
B) Student teacher plans activities that align with instructional objectives.	4	3	0	0	100	100
C) Student teacher plans activities that differentiate instruction to meet individual students' needs.	1	4	1	0	83.3	100
D) Student teacher uses resources that are clearly aligned with the instructional objectives and reflect knowledge of content and CCSS.	2	4	1	0	85.7	100
Supporting Student Intellectual Engagement throughout Lesson						
E) Student teacher uses activities that require students to engage intellectually with the material.	3	3	1	0	85.7	100
F) Student teacher uses a range of questioning and discussion techniques that elicit higher-order thinking.	2	3	2	0	71.4	100
G) Student teacher provides students time to develop their ideas and answers.	1	5	1	0	85.7	100
H) Student teacher supports students to productively struggle with concepts and material.	1	4	2	0	71.4	100
I) Student teacher encourages students to explain their thinking and appropriately question the thinking of others.	1	5	1	0	85.7	100
J) Student teacher encourages students to reflect on their learning.	1	5	1	0	85.7	100

Assessing Learning by All Students						
	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approa ches)	1 (Does Not Meet)	% of 3+	% of 2+
K) Student teacher uses formative and summative assessments aligned to learning outcomes to support learning for all students.	3	2	2	0	71.4	100
L) Student teacher monitors student learning (individuals and groups) throughout lesson.	3	3	1	0	85.7	100
M) Student teacher provides actionable feedback on individual students' work.	3	3	1	0	85.7	100
N) Student teacher provides closing activity that checks for student understanding.	3	2	1	1	71.4	83.3
Maintaining a Safe, Respectful, Supportive, and Challenging Learning Environment						
O) Student teacher uses language of caring and respect for all students.	4	3	0	0	100	100
P) Student teacher demonstrates awareness of students' lives beyond school.	0	5	1	0	83.3	100
Q) Student teacher fosters a safe environment for student risk taking.	3	4	0	0	100	100
R) Student teacher demonstrates high expectations for all students' capabilities for learning.	3	4	0	0	100	100
S) Student teacher fosters student engagement in a range of learning contexts (including individual, small-group, and whole-class work).	4	3	0	0	100	100
T) Student teacher ensures that standards of conduct and classroom norms are understood by the students.	3	4	0	0	100	100
U) Student teacher applies appropriate classroom management strategies.	4	3	0	0	100	100
Critical Self-Reflection on Practice [Note: Evidence for this dimension based on conferences with supervisor and/or cooperating teacher.]						
V) Student teacher critically reflects on his/her own practice.	3	3	1	0	85.7	100

Note. Means and standard deviations were not calculated due to a small number of teacher candidates; All evaluations were conducted by the College Supervisors.

Table 4

Fall 2022 Undergraduate Adolescence English Education Candidate Rubric Score Distributions (N=5)

NCTE Standard		4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches)	1 (Does Not Meet)	% of 3+	% of 2+
Planning for Learning Objectives and Content							
III.1, III.5, III.6, IV.1, IV.3	A) Student teacher identifies instructional objectives that reflect knowledge of content and CCSS.	2	3	0	0	100	100
III.1, III.3, IV.1, IV.3	B) Student teacher plans activities that align with instructional objectives.	3	2	0	0	100	100
III.1, III.4	C) Student teacher plans activities that differentiate instruction to meet individual students' needs.	0	5	0	0	100	100
III.1	D) Student teacher uses resources that are clearly aligned with the instructional objectives and reflect knowledge of content and CCSS.	2	3	0	0	100	100
Supporting Student Intellectual Engagement throughout Lesson							
N/A	E) Student teacher uses activities that require students to engage intellectually with the material.	3	2	0	0	100	100
N/A	F) Student teacher uses a range of questioning and discussion techniques that elicit higher-order thinking.	3	1	1	0	80	100
N/A	G) Student teacher provides students time to develop their ideas and answers.	0	5	0	0	100	100
N/A	H) Student teacher supports students to productively struggle with concepts and material.	3	1	1	0	80	100
N/A	I) Student teacher encourages students to explain their thinking and appropriately question the thinking of others.	0	4	1	0	80	100
N/A	J) Student teacher encourages students to reflect on their learning.	0	5	0	0	100	100

Assessing Learning by All Students							
NCTE Standard		4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches)	1 (Does Not Meet)	% of 3+	% of 2+
III.2, IV.2	K) Student teacher uses formative and summative assessments aligned to learning outcomes to support learning for all students.	3	2	0	0	100	100
IV.2	L) Student teacher monitors student learning (individuals and groups) throughout lesson.	4	1	0	0	100	100
IV.3	M) Student teacher provides actionable feedback on individual students' work.	4	1	0	0	100	100
N/A	N) Student teacher provides closing activity that checks for student understanding.	0	4	1	0	80	100
Maintaining a Safe, Respectful, Supportive, and Challenging Learning Environment							
N/A	O) Student teacher uses language of caring and respect for all students.	4	1	0	0	100	100
N/A	P) Student teacher demonstrates awareness of students' lives beyond school.	1	3	0	0	100	100
N/A	Q) Student teacher fosters a safe environment for student risk taking.	3	2	0	0	100	100
N/A	R) Student teacher demonstrates high expectations for all students' capabilities for learning.	3	1	1	0	80	100
N/A	S) Student teacher fosters student engagement in a range of learning contexts (including individual, small-group, and whole-class work).	3	1	1	0	80	100
N/A	T) Student teacher ensures that standards of conduct and classroom norms are understood by the students.	2	1	2	0	60	100
N/A	U) Student teacher applies appropriate classroom management strategies.	2	2	1	0	80	100
Critical Self-Reflection on Practice [Note: Evidence for this dimension based on conferences with supervisor and/or cooperating teacher.]							
N/A	V) Student teacher critically reflects on his/her own practice.	3	2	0	0	100	100

Note. Means and standard deviations were not calculated due to a small number of teacher candidates; All evaluations were conducted by the College Supervisors.

Table 5

Fall 2022 Graduate Adolescence English Education Candidate Rubric Score Distributions (N=3)

NCTE Standard		4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches)	1 (Does Not Meet)	% of 3+	% of 2+
Planning for Learning Objectives and Content							
III.1, III.5, III.6, IV.1, IV.3	A) Student teacher identifies instructional objectives that reflect knowledge of content and CCSS.	2	1	0	0	100	100
III.1, III.3, IV.1, IV.3	B) Student teacher plans activities that align with instructional objectives.	3	0	0	0	100	100
III.1, III.4	C) Student teacher plans activities that differentiate instruction to meet individual students' needs.	0	3	0	0	100	100
III.1	D) Student teacher uses resources that are clearly aligned with the instructional objectives and reflect knowledge of content and CCSS.	3	0	0	0	100	100
Supporting Student Intellectual Engagement throughout Lesson							
N/A	E) Student teacher uses activities that require students to engage intellectually with the material.	1	2	0	0	100	100
N/A	F) Student teacher uses a range of questioning and discussion techniques that elicit higher-order thinking.	0	3	0	0	100	100
N/A	G) Student teacher provides students time to develop their ideas and answers.	0	3	0	0	100	100
N/A	H) Student teacher supports students to productively struggle with concepts and material.	2	1	0	0	100	100
N/A	I) Student teacher encourages students to explain their thinking and appropriately question the thinking of others.	1	1	1	0	66.7	100
N/A	J) Student teacher encourages students to reflect on their learning.	1	2	0	0	100	100

Assessing Learning by All Students							
NCTE Standard		4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches)	1 (Does Not Meet)	% of 3+	% of 2+
III.2, IV.2	K) Student teacher uses formative and summative assessments aligned to learning outcomes to support learning for all students.	1	2	0	0	100	100
IV.2	L) Student teacher monitors student learning (individuals and groups) throughout lesson.	3	0	0	0	100	100
IV.3	M) Student teacher provides actionable feedback on individual students' work.	2	1	0	0	100	100
N/A	N) Student teacher provides closing activity that checks for student understanding.	0	3	0	0	100	100
Maintaining a Safe, Respectful, Supportive, and Challenging Learning Environment							
N/A	O) Student teacher uses language of caring and respect for all students.	3	0	0	0	100	100
N/A	P) Student teacher demonstrates awareness of students' lives beyond school.	1	2	0	0	100	100
N/A	Q) Student teacher fosters a safe environment for student risk taking.	3	0	0	0	100	100
N/A	R) Student teacher demonstrates high expectations for all students' capabilities for learning.	2	1	0	0	100	100
N/A	S) Student teacher fosters student engagement in a range of learning contexts (including individual, small-group, and whole-class work).	1	2	0	0	100	100
N/A	T) Student teacher ensures that standards of conduct and classroom norms are understood by the students.	1	2	0	0	100	100
N/A	U) Student teacher applies appropriate classroom management strategies.	2	1	0	0	100	100
Critical Self-Reflection on Practice [Note: Evidence for this dimension based on conferences with supervisor and/or cooperating teacher.]							
N/A	V) Student teacher critically reflects on his/her own practice.	2	1	0	0	100	100

Note. Means and standard deviations were not calculated due to a small number of teacher candidates; All evaluations were conducted by the College Supervisors.

Table 6

Fall 2022 Graduate Adolescence Social Studies/History Education Candidate Rubric Score Distributions (N=3)

NCSS Standard		4 (Exceeds Std.)	3 (Meets Standard)	2 (Approaches)	1 (Does Not Meet)	% of 3+	% of 2+
Planning for Learning Objectives and Content							
N/A	A) Student teacher identifies instructional objectives that reflect knowledge of content and CCSS.	2	1	0	0	100	100
N/A	B) Student teacher plans activities that align with instructional objectives.	2	1	0	0	100	100
4a	C) Student teacher plans activities that differentiate instruction to meet individual students' needs.	0	3	0	0	100	100
3c	D) Student teacher uses resources that are clearly aligned with the instructional objectives and reflect knowledge of content and CCSS.	2	1	0	0	100	100
Supporting Student Intellectual Engagement throughout Lesson							
4b	E) Student teacher uses activities that require students to engage intellectually with the material.	1	2	0	0	100	100
4c	F) Student teacher uses a range of questioning and discussion techniques that elicit higher-order thinking.	0	3	0	0	100	100
N/A	G) Student teacher provides students time to develop their ideas and answers.	0	3	0	0	100	100
4b	H) Student teacher supports students to productively struggle with concepts and material.	2	1	0	0	100	100
4c	I) Student teacher encourages students to explain their thinking and appropriately question the thinking of others.	2	1	0	0	100	100
4c	J) Student teacher encourages students to reflect on their learning.	1	1	1	0	66.7	100

Assessing Learning by All Students							
NCSS Standard		4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches)	1 (Does Not Meet)	% of 3+	% of 2+
3e	K) Student teacher uses formative and summative assessments aligned to learning outcomes to support learning for all students.	0	3	0	0	100	100
4a	L) Student teacher monitors student learning (individuals and groups) throughout lesson.	2	1	0	0	100	100
3d	M) Student teacher provides actionable feedback on individual students' work.	0	1	1	0	50	100
4c	N) Student teacher provides closing activity that checks for student understanding.	2	1	0	0	100	100
Maintaining a Safe, Respectful, Supportive, and Challenging Learning Environment							
N/A	O) Student teacher uses language of caring and respect for all students.	2	1	0	0	100	100
5c	P) Student teacher demonstrates awareness of students' lives beyond school.	1	1	0	0	100	100
4b	Q) Student teacher fosters a safe environment for student risk taking.	2	1	0	0	100	100
N/A	R) Student teacher demonstrates high expectations for all students' capabilities for learning.	1	2	0	0	100	100
4a	S) Student teacher fosters student engagement in a range of learning contexts (including individual, small-group, and whole-class work).	2	1	0	0	100	100
4b	T) Student teacher ensures that standards of conduct and classroom norms are understood by the students.	2	1	0	0	100	100
N/A	U) Student teacher applies appropriate classroom management strategies.	2	1	0	0	100	100
Critical Self-Reflection on Practice [Note: Evidence for this dimension based on conferences with supervisor and/or cooperating teacher.]							
3e	V) Student teacher critically reflects on his/her own practice.	2	0	1	0	66.7	100

Note. Means and standard deviations were not calculated due to a small number of teacher candidates; All evaluations were conducted by the College Supervisors.

Table 7

Fall 2022 Undergraduate Mathematics Education Candidate Rubric Score Distributions (N=1)

	4 (Exceeds Std.)	3 (Meets Standard)	2 (Approa ches)	1 (Does Not Meet)	% of 3+	% of 2+
Planning for Learning Objectives and Content						
A) Student teacher identifies instructional objectives that reflect knowledge of content and CCSS.	0	1	0	0	100	100
B) Student teacher plans activities that align with instructional objectives.	0	1	0	0	100	100
C) Student teacher plans activities that differentiate instruction to meet individual students' needs.	0	0	1	0	0	100
D) Student teacher uses resources that are clearly aligned with the instructional objectives and reflect knowledge of content and CCSS.	0	1	0	0	100	100
Supporting Student Intellectual Engagement throughout Lesson						
E) Student teacher uses activities that require students to engage intellectually with the material.	0	1	0	0	100	100
F) Student teacher uses a range of questioning and discussion techniques that elicit higher-order thinking.	0	0	1	0	0	100
G) Student teacher provides students time to develop their ideas and answers.	0	1	0	0	100	100
H) Student teacher supports students to productively struggle with concepts and material.	0	1	0	0	100	100
I) Student teacher encourages students to explain their thinking and appropriately question the thinking of others.	0	1	0	0	100	100
J) Student teacher encourages students to reflect on their learning.	0	0	1	0	0	100

Assessing Learning by All Students						
	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches)	1 (Does Not Meet)	% of 3+	% of 2+
K) Student teacher uses formative and summative assessments aligned to learning outcomes to support learning for all students.	0	1	0	0	100	100
L) Student teacher monitors student learning (individuals and groups) throughout lesson.	0	1	0	0	100	100
M) Student teacher provides actionable feedback on individual students' work.	0	1	0	0	100	100
N) Student teacher provides closing activity that checks for student understanding.	0	1	0	0	100	100
Maintaining a Safe, Respectful, Supportive, and Challenging Learning Environment						
O) Student teacher uses language of caring and respect for all students.	0	1	0	0	100	100
P) Student teacher demonstrates awareness of students' lives beyond school.	0	0	1	0	0	100
Q) Student teacher fosters a safe environment for student risk taking.	0	1	0	0	100	100
R) Student teacher demonstrates high expectations for all students' capabilities for learning.	0	1	0	0	100	100
S) Student teacher fosters student engagement in a range of learning contexts (including individual, small-group, and whole-class work).	0	0	1	0	0	100
T) Student teacher ensures that standards of conduct and classroom norms are understood by the students.	0	1	0	0	100	100
U) Student teacher applies appropriate classroom management strategies.	0	1	0	0	100	100
Critical Self-Reflection on Practice [Note: Evidence for this dimension based on conferences with supervisor and/or cooperating teacher.]						
V) Student teacher critically reflects on his/her own practice.	0	1	0	0	100	100

Note. Means and standard deviations were not calculated due to a small number of teacher candidates; All evaluations were conducted by the College Supervisors.

Table 8

Spring 2022 Graduate Adolescence World Languages Education Candidate Rubric Score Distributions (N=3)

	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches)	1 (Does Not Meet)	% of 3+	% of 2+
Planning for Learning Objectives and Content						
A) Student teacher identifies instructional objectives that reflect knowledge of content and CCSS.	2	0	0	0	100	100
B) Student teacher plans activities that align with instructional objectives.	2	1	0	0	100	100
C) Student teacher plans activities that differentiate instruction to meet individual students' needs.	1	1	1	0	66.7	100
D) Student teacher uses resources that are clearly aligned with the instructional objectives and reflect knowledge of content and CCSS.	0	3	0	0	100	100
Supporting Student Intellectual Engagement throughout Lesson						
E) Student teacher uses activities that require students to engage intellectually with the material.	0	3	0	0	100	100
F) Student teacher uses a range of questioning and discussion techniques that elicit higher-order thinking.	0	2	0	0	100	100
G) Student teacher provides students time to develop their ideas and answers.	3	0	0	0	100	100
H) Student teacher supports students to productively struggle with concepts and material.	2	1	0	0	100	100
I) Student teacher encourages students to explain their thinking and appropriately question the thinking of others.	1	1	0	0	100	100
J) Student teacher encourages students to reflect on their learning.	2	1	0	0	100	100

Assessing Learning by All Students						
	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches)	1 (Does Not Meet)	% of 3+	% of 2+
K) Student teacher uses formative and summative assessments aligned to learning outcomes to support learning for all students.	1	2	0	0	100	100
L) Student teacher monitors student learning (individuals and groups) throughout lesson.	2	0	0	0	100	100
M) Student teacher provides actionable feedback on individual students' work.	1	2	0	0	100	100
N) Student teacher provides closing activity that checks for student understanding.	1	2	0	0	100	100
Maintaining a Safe, Respectful, Supportive, and Challenging Learning Environment						
O) Student teacher uses language of caring and respect for all students.	3	0	0	0	100	100
P) Student teacher demonstrates awareness of students' lives beyond school.	0	3	0	0	100	100
Q) Student teacher fosters a safe environment for student risk taking.	3	0	0	0	100	100
R) Student teacher demonstrates high expectations for all students' capabilities for learning.	1	2	0	0	100	100
S) Student teacher fosters student engagement in a range of learning contexts (including individual, small-group, and whole-class work).	2	1	0	0	100	100
T) Student teacher ensures that standards of conduct and classroom norms are understood by the students.	2	0	1	0	66.7	100
U) Student teacher applies appropriate classroom management strategies.	0	2	1	0	66.7	100
Critical Self-Reflection on Practice [Note: Evidence for this dimension based on conferences with supervisor and/or cooperating teacher.]						
V) Student teacher critically reflects on his/her own practice.	2	1	0	0	100	100

Note. Means and standard deviations were not calculated due to a small number of teacher candidates; All evaluations were conducted by the College Supervisors.

Table 8

Fall 2022 Special Education Childhood (Sequence 1) Candidate Rubric Score Distributions (N=7)

CEC 2020 Standard		4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches)	1 (Does Not Meet)	% of 3+	% of 2+
Planning for Learning Objectives and Content							
3.1	A) Student teacher identifies instructional objectives that reflect knowledge of content and CCSS.	4	3	0	0	100	100
3.1	B) Student teacher plans activities that align with instructional objectives.	3	4	0	0	100	100
3.2	C) Student teacher plans activities that differentiate instruction to meet individual students' needs.	1	6	0	0	100	100
3.2	D) Student teacher uses resources that are clearly aligned with the instructional objectives and reflect knowledge of content and CCSS.	5	2	0	0	100	100
Supporting Student Intellectual Engagement throughout Lesson							
5.2	E) Student teacher uses activities that require students to engage intellectually with the material.	2	5	0	0	100	100
5.3	F) Student teacher uses a range of questioning and discussion techniques that elicit higher-order thinking.	1	6	0	0	100	100
5.2	G) Student teacher provides students time to develop their ideas and answers.	2	5	0	0	100	100
5.2	H) Student teacher supports students to productively struggle with concepts and material.	2	5	0	0	100	100
5.2	I) Student teacher encourages students to explain their thinking and appropriately question the thinking of others.	1	6	0	0	100	100
5.2	J) Student teacher encourages students to reflect on their learning.	4	3	0	0	100	100

CEC 2020 Standard		4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches)	1 (Does Not Meet)	% of 3+	% of 2+
Assessing Learning by All Students							
4.1, 4.2	K) Student teacher uses formative and summative assessments aligned to learning outcomes to support learning for all students.	3	4	0	0	100	100
4.1	L) Student teacher monitors student learning (individuals and groups) throughout lesson.	3	4	0	0	100	100
4.3	M) Student teacher provides actionable feedback on individual students' work.	2	5	0	0	100	100
4.3	N) Student teacher provides closing activity that checks for student understanding.	3	4	0	0	100	100
Maintaining a Safe, Respectful, Supportive, and Challenging Learning Environment							
6.1	O) Student teacher uses language of caring and respect for all students.	3	4	0	0	100	100
2.2, 5.1	P) Student teacher demonstrates awareness of students' lives beyond school.	1	4	0	0	100	100
6.1	Q) Student teacher fosters a safe environment for student risk taking.	2	5	0	0	100	100
6.2	R) Student teacher demonstrates high expectations for all students' capabilities for learning.	1	6	0	0	100	100
5.4, 5.5, 5.6	S) Student teacher fosters student engagement in a range of learning contexts (including individual, small-group, and whole-class work).	2	5	0	0	100	100
6.2	T) Student teacher ensures that standards of conduct and classroom norms are understood by the students.	2	5	0	0	100	100
6.1	U) Student teacher applies appropriate classroom management strategies.	2	5	0	0	100	100
Critical Self-Reflection on Practice [Note: Evidence for this dimension based on conferences with supervisor and/or cooperating teacher.]							
1.3	V) Student teacher critically reflects on his/her own practice.	3	4	0	0	100	100

Table 9

Fall 2022 Special Education Childhood (Sequence 2) Candidate Rubric Score Distributions (N=6)

CEC 2020 Standard		4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches)	1 (Does Not Meet)	% of 3+	% of 2+
Planning for Learning Objectives and Content							
3.1	A) Student teacher identifies instructional objectives that reflect knowledge of content and CCSS.	5	1	0	0	100	100
3.1	B) Student teacher plans activities that align with instructional objectives.	5	1	0	0	100	100
3.2	C) Student teacher plans activities that differentiate instruction to meet individual students' needs.	2	3	1	0	83.3	100
3.2	D) Student teacher uses resources that are clearly aligned with the instructional objectives and reflect knowledge of content and CCSS.	5	1	0	0	100	100
Supporting Student Intellectual Engagement throughout Lesson							
5.2	E) Student teacher uses activities that require students to engage intellectually with the material.	3	3	0	0	100	100
5.3	F) Student teacher uses a range of questioning and discussion techniques that elicit higher-order thinking.	2	3	1	0	83.3	100
5.2	G) Student teacher provides students time to develop their ideas and answers.	4	2	0	0	100	100
5.2	H) Student teacher supports students to productively struggle with concepts and material.	4	2	0	0	100	100
5.2	I) Student teacher encourages students to explain their thinking and appropriately question the thinking of others.	3	2	1	0	83.3	100
5.2	J) Student teacher encourages students to reflect on their learning.	4	2	0	0	100	100

CEC 2020 Standard		4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches)	1 (Does Not Meet)	% of 3+	% of 2+
Assessing Learning by All Students							
4.1, 4.2	K) Student teacher uses formative and summative assessments aligned to learning outcomes to support learning for all students.	4	2	0	0	100	100
4.1	L) Student teacher monitors student learning (individuals and groups) throughout lesson.	4	2	0	0	100	100
4.3	M) Student teacher provides actionable feedback on individual students' work.	4	2	0	0	100	100
4.3	N) Student teacher provides closing activity that checks for student understanding.	4	2	0	0	100	100
Maintaining a Safe, Respectful, Supportive, and Challenging Learning Environment							
6.1	O) Student teacher uses language of caring and respect for all students.	6	0	0	0	100	100
2.2, 5.1	P) Student teacher demonstrates awareness of students' lives beyond school.	3	2	1	0	83.3	100
6.1	Q) Student teacher fosters a safe environment for student risk taking.	4	2	0	0	100	100
6.2	R) Student teacher demonstrates high expectations for all students' capabilities for learning.	4	1	1	0	83.3	100
5.4, 5.5, 5.6	S) Student teacher fosters student engagement in a range of learning contexts (including individual, small-group, and whole-class work).	4	2	0	0	100	100
6.2	T) Student teacher ensures that standards of conduct and classroom norms are understood by the students.	5	1	0	0	100	100
6.1	U) Student teacher applies appropriate classroom management strategies.	5	1	0	0	100	100
Critical Self-Reflection on Practice [Note: Evidence for this dimension based on conferences with supervisor and/or cooperating teacher.]							
1.3	V) Student teacher critically reflects on his/her own practice.	5	1	0	0	100	100

Note. Means and standard deviations were not calculated due to a small number of teacher candidates; All evaluations were conducted by the College Supervisors.

Table 10

Fall 2022 Special Education Adolescence Generalist (Sequence 1) Candidate Rubric Score Distributions (N=1)

CEC 2020 Standard		4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches)	1 (Does Not Meet)	% of 3+	% of 2+
Planning for Learning Objectives and Content							
3.1	A) Student teacher identifies instructional objectives that reflect knowledge of content and CCSS.	0	0	1	0	0	100
3.1	B) Student teacher plans activities that align with instructional objectives.	0	1	0	0	100	100
3.2	C) Student teacher plans activities that differentiate instruction to meet individual students' needs.	0	1	0	0	100	100
3.2	D) Student teacher uses resources that are clearly aligned with the instructional objectives and reflect knowledge of content and CCSS.	0	1	0	0	100	100
Supporting Student Intellectual Engagement throughout Lesson							
5.2	E) Student teacher uses activities that require students to engage intellectually with the material.	0	1	0	0	100	100
5.3	F) Student teacher uses a range of questioning and discussion techniques that elicit higher-order thinking.	0	1	0	0	100	100
5.2	G) Student teacher provides students time to develop their ideas and answers.	0	1	0	0	100	100
5.2	H) Student teacher supports students to productively struggle with concepts and material.	0	0	1	0	0	100
5.2	I) Student teacher encourages students to explain their thinking and appropriately question the thinking of others.	0	0	1	0	0	100
5.2	J) Student teacher encourages students to reflect on their learning.	0	1	0	0	100	100

CEC 2020 Standard		4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches)	1 (Does Not Meet)	% of 3+	% of 2+
Assessing Learning by All Students							
4.1, 4.2	K) Student teacher uses formative and summative assessments aligned to learning outcomes to support learning for all students.	0	0	1	0	0	100
4.1	L) Student teacher monitors student learning (individuals and groups) throughout lesson.	0	1	0	0	100	100
4.3	M) Student teacher provides actionable feedback on individual students' work.	0	0	1	0	0	100
4.3	N) Student teacher provides closing activity that checks for student understanding.	0	1	0	0	100	100
Maintaining a Safe, Respectful, Supportive, and Challenging Learning Environment							
6.1	O) Student teacher uses language of caring and respect for all students.	0	1	0	0	100	100
2.2, 5.1	P) Student teacher demonstrates awareness of students' lives beyond school.	0	0	1	0	0	100
6.1	Q) Student teacher fosters a safe environment for student risk taking.	0	1	0	0	100	100
6.2	R) Student teacher demonstrates high expectations for all students' capabilities for learning.	0	1	0	0	100	100
5.4, 5.5, 5.6	S) Student teacher fosters student engagement in a range of learning contexts (including individual, small-group, and whole-class work).	0	1	0	0	100	100
6.2	T) Student teacher ensures that standards of conduct and classroom norms are understood by the students.	0	1	0	0	100	100
6.1	U) Student teacher applies appropriate classroom management strategies.	0	0	1	0	0	100
Critical Self-Reflection on Practice [Note: Evidence for this dimension based on conferences with supervisor and/or cooperating teacher.]							
1.3	V) Student teacher critically reflects on his/her own practice.	0	1	0	0	100	100

Note. Means and standard deviations were not calculated due to a small number of teacher candidates; All evaluations were conducted by the College Supervisors.

Table 11

Fall 2022 Special Education Adolescence Generalist (Sequence 2) Candidate Rubric Score Distributions (N=7)

CEC 2020 Standard		4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches)	1 (Does Not Meet)	% of 3+	% of 2+
Planning for Learning Objectives and Content							
3.1	A) Student teacher identifies instructional objectives that reflect knowledge of content and CCSS.	4	2	1	0	85.7	100
3.1	B) Student teacher plans activities that align with instructional objectives.	4	2	1	0	85.7	100
3.2	C) Student teacher plans activities that differentiate instruction to meet individual students' needs.	3	3	1	0	85.7	100
3.2	D) Student teacher uses resources that are clearly aligned with the instructional objectives and reflect knowledge of content and CCSS.	4	2	1	0	85.7	100
Supporting Student Intellectual Engagement throughout Lesson							
5.2	E) Student teacher uses activities that require students to engage intellectually with the material.	4	2	1	0	85.7	100
5.3	F) Student teacher uses a range of questioning and discussion techniques that elicit higher-order thinking.	3	2	2	0	71.4	100
5.2	G) Student teacher provides students time to develop their ideas and answers.	3	2	2	0	71.4	100
5.2	H) Student teacher supports students to productively struggle with concepts and material.	4	2	1	0	85.7	100
5.2	I) Student teacher encourages students to explain their thinking and appropriately question the thinking of others.	4	1	2	0	71.4	100
5.2	J) Student teacher encourages students to reflect on their learning.	4	2	1	0	85.7	100

CEC 2020 Standard		4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches)	1 (Does Not Meet)	% of 3+	% of 2+
Assessing Learning by All Students							
4.1, 4.2	K) Student teacher uses formative and summative assessments aligned to learning outcomes to support learning for all students.	4	2	1	0	85.7	100
4.1	L) Student teacher monitors student learning (individuals and groups) throughout lesson.	4	2	1	0	85.7	100
4.3	M) Student teacher provides actionable feedback on individual students' work.	4	0	3	0	57.1	100
4.3	N) Student teacher provides closing activity that checks for student understanding.	3	3	1	0	85.7	100
Maintaining a Safe, Respectful, Supportive, and Challenging Learning Environment							
6.1	O) Student teacher uses language of caring and respect for all students.	5	1	1	0	85.7	100
2.2, 5.1	P) Student teacher demonstrates awareness of students' lives beyond school.	2	3	2	0	71.4	100
6.1	Q) Student teacher fosters a safe environment for student risk taking.	4	2	1	0	85.7	100
6.2	R) Student teacher demonstrates high expectations for all students' capabilities for learning.	4	2	1	0	85.7	100
5.4, 5.5, 5.6	S) Student teacher fosters student engagement in a range of learning contexts (including individual, small-group, and whole-class work).	4	2	1	0	85.7	100
6.2	T) Student teacher ensures that standards of conduct and classroom norms are understood by the students.	4	2	1	0	85.7	100
6.1	U) Student teacher applies appropriate classroom management strategies.	4	2	1	0	85.7	100
Critical Self-Reflection on Practice [Note: Evidence for this dimension based on conferences with supervisor and/or cooperating teacher.]							
1.3	V) Student teacher critically reflects on his/her own practice.	5	1	1	0	85.7	100

Note. Means and standard deviations were not calculated due to a small number of teacher candidates; All evaluations were conducted by the College Supervisors.

Table 12

Fall 2022 Special Education Adolescence Generalist (Advanced Certificate) Candidate Rubric Score Distributions (N=2)

CEC 2020 Standard		4 (Exceeds Std.)	3 (Meets Std.)	2 (Approa ches)	1 (Does Not Meet)	% of 3+	% of 2+
Planning for Learning Objectives and Content							
3.1	A) Student teacher identifies instructional objectives that reflect knowledge of content and CCSS.	2	0	0	0	100	100
3.1	B) Student teacher plans activities that align with instructional objectives.	2	0	0	0	100	100
3.2	C) Student teacher plans activities that differentiate instruction to meet individual students' needs.	1	1	0	0	100	100
3.2	D) Student teacher uses resources that are clearly aligned with the instructional objectives and reflect knowledge of content and CCSS.	1	1	0	0	100	100
Supporting Student Intellectual Engagement throughout Lesson							
5.2	E) Student teacher uses activities that require students to engage intellectually with the material.	2	0	0	0	100	100
5.3	F) Student teacher uses a range of questioning and discussion techniques that elicit higher-order thinking.	1	1	0	0	100	100
5.2	G) Student teacher provides students time to develop their ideas and answers.	2	0	0	0	100	100
5.2	H) Student teacher supports students to productively struggle with concepts and material.	2	0	0	0	100	100
5.2	I) Student teacher encourages students to explain their thinking and appropriately question the thinking of others.	1	1	0	0	100	100
5.2	J) Student teacher encourages students to reflect on their learning.	1	1	0	0	100	100

CEC 2020 Standard		4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches)	1 (Does Not Meet)	% of 3+	% of 2+
Assessing Learning by All Students							
4.1, 4.2	K) Student teacher uses formative and summative assessments aligned to learning outcomes to support learning for all students.	2	0	0	0	100	100
4.1	L) Student teacher monitors student learning (individuals and groups) throughout lesson.	1	1	0	0	100	100
4.3	M) Student teacher provides actionable feedback on individual students' work.	2	0	0	0	100	100
4.3	N) Student teacher provides closing activity that checks for student understanding.	2	0	0	0	100	100
Maintaining a Safe, Respectful, Supportive, and Challenging Learning Environment							
6.1	O) Student teacher uses language of caring and respect for all students.	2	0	0	0	100	100
2.2, 5.1	P) Student teacher demonstrates awareness of students' lives beyond school.	2	0	0	0	100	100
6.1	Q) Student teacher fosters a safe environment for student risk taking.	2	0	0	0	100	100
6.2	R) Student teacher demonstrates high expectations for all students' capabilities for learning.	1	1	0	0	100	100
5.4, 5.5, 5.6	S) Student teacher fosters student engagement in a range of learning contexts (including individual, small-group, and whole-class work).	1	1	0	0	100	100
6.2	T) Student teacher ensures that standards of conduct and classroom norms are understood by the students.	1	1	0	0	100	100
6.1	U) Student teacher applies appropriate classroom management strategies.	2	0	0	0	100	100
Critical Self-Reflection on Practice [Note: Evidence for this dimension based on conferences with supervisor and/or cooperating teacher.]							
1.3	V) Student teacher critically reflects on his/her own practice.	2	0	0	0	100	100

Note. Means and standard deviations were not calculated due to a small number of teacher candidates; All evaluations were conducted by the College Supervisors.

Table 13

Fall 2022 TESOL Master's (Track 1) Candidate Rubric Score Distributions (N=1)

	Score	% of 3.0+	% of 2.0+
Planning for Learning Objectives and Content			
A) Student teacher identifies instructional objectives that reflect knowledge of content and CCSS.	4	100	100
B) Student teacher plans activities that align with instructional objectives.	4	100	100
C) Student teacher plans activities that differentiate instruction to meet individual students' needs.	3.5	100	100
D) Student teacher uses resources that are clearly aligned with the instructional objectives and reflect knowledge of content and CCSS.	4	100	100
Supporting Student Intellectual Engagement throughout Lesson			
E) Student teacher uses activities that require students to engage intellectually with the material.	3.5	100	100
F) Student teacher uses a range of questioning and discussion techniques that elicit higher-order thinking.	4	100	100
G) Student teacher provides students time to develop their ideas and answers.	4	100	100
H) Student teacher supports students to productively struggle with concepts and material.	3.5	100	100
I) Student teacher encourages students to explain their thinking and appropriately question the thinking of others.	4	100	100
J) Student teacher encourages students to reflect on their learning.	4	100	100
Assessing Learning by All Students			
K) Student teacher uses formative and summative assessments aligned to learning outcomes to support learning for all students.	4	100	100
L) Student teacher monitors student learning (individuals and groups) throughout lesson.	4	100	100
M) Student teacher provides actionable feedback on individual students' work.	4	100	100
N) Student teacher provides closing activity that checks for student understanding.	4	100	100

	Score	% of 3.0+	% of 2.0+
Maintaining a Safe, Respectful, Supportive, and Challenging Learning Environment			
O) Student teacher uses language of caring and respect for all students.	4	100	100
P) Student teacher demonstrates awareness of students' lives beyond school.	4	100	100
Q) Student teacher fosters a safe environment for student risk taking.	4	100	100
R) Student teacher demonstrates high expectations for all students' capabilities for learning.	4	100	100
S) Student teacher fosters student engagement in a range of learning contexts (including individual, small-group, and whole-class work).	4	100	100
T) Student teacher ensures that standards of conduct and classroom norms are understood by the students.	4	100	100
U) Student teacher applies appropriate classroom management strategies.	4	100	100
Critical Self-Reflection on Practice [Note: Evidence for this dimension based on conferences with supervisor and/or cooperating teacher.]			
V) Student teacher critically reflects on his/her own practice.	4	100	100

Note. All evaluations were conducted by the College Supervisors.

Table 14

Fall 2022 TESOL Master's (Track 2) Candidate Rubric Score Distributions (N=3)

	Mean	SD	% of 3.0+	% of 2.0+
Planning for Learning Objectives and Content				
A) Student teacher identifies instructional objectives that reflect knowledge of content and CCSS.	4.0	0	100	100
B) Student teacher plans activities that align with instructional objectives.	3.8	0.2	100	100
C) Student teacher plans activities that differentiate instruction to meet individual students' needs.	3.5	0.4	100	100
D) Student teacher uses resources that are clearly aligned with the instructional objectives and reflect knowledge of content and CCSS.	4.0	0	100	100
Supporting Student Intellectual Engagement throughout Lesson				
E) Student teacher uses activities that require students to engage intellectually with the material.	3.7	0.2	100	100
F) Student teacher uses a range of questioning and discussion techniques that elicit higher-order thinking.	3.8	0.2	100	100
G) Student teacher provides students time to develop their ideas and answers.	3.5	0.4	100	100
H) Student teacher supports students to productively struggle with concepts and material.	3.5	0.4	100	100
I) Student teacher encourages students to explain their thinking and appropriately question the thinking of others.	3.5	0.4	100	100
J) Student teacher encourages students to reflect on their learning.	3.7	0.4	100	100
Assessing Learning by All Students				
K) Student teacher uses formative and summative assessments aligned to learning outcomes to support learning for all students.	4.0	0	100	100
L) Student teacher monitors student learning (individuals and groups) throughout lesson.	4.0	0	100	100
M) Student teacher provides actionable feedback on individual students' work.	4.0	0	100	100
N) Student teacher provides closing activity that checks for student understanding.	4.0	0	100	100

	Mean	SD	% of 3.0+	% of 2.0+
Maintaining a Safe, Respectful, Supportive, and Challenging Learning Environment				
O) Student teacher uses language of caring and respect for all students.	4.0	0	100	100
P) Student teacher demonstrates awareness of students' lives beyond school.	4.0	0	100	100
Q) Student teacher fosters a safe environment for student risk taking.	4.0	0	100	100
R) Student teacher demonstrates high expectations for all students' capabilities for learning.	4.0	0	100	100
S) Student teacher fosters student engagement in a range of learning contexts (including individual, small-group, and whole-class work).	3.8	0.2	100	100
T) Student teacher ensures that standards of conduct and classroom norms are understood by the students.	3.8	0.2	100	100
U) Student teacher applies appropriate classroom management strategies.	4.0	0	100	100
Critical Self-Reflection on Practice [Note: Evidence for this dimension based on conferences with supervisor and/or cooperating teacher.]				
V) Student teacher critically reflects on his/her own practice.	4.0	0	100	100

Note. All evaluations were conducted by the College Supervisors.