**Muskingum University**

**Education Department**

**Academic Year 2020-2021**

**Key Program #2 Level III – Ability to Plan Lessons and Effect on Student Learning**

**(Section 8: Reflection and Section 9: Samples of Student Work with Feedback)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Initial Programs** | | | | | | | | | | | | | | | **Advanced** |
| # | Proficiency | **AYA LA** | **AYA M** | **AYA S** | **AYA SS** | **ECE/P5** | **MC** | **ISMM** | **ISMI** | **HE** | **PE** | **Music** | **Art** | **WL** | **ECIS** |
| N=3 | N=4 | N=2 | N=3 | N=20 | N=3 | N=43 | N=0 | N=2 | N=2 | N=3 | N=2 | N=1 | N=0 |
| Average | Average | Average | Average | Average | Average | Average | Average | Average | Average | Average | Average | Average | Average |
| 39 | **Section 8: Reflection** Evaluates plans in relationship to both short and long term goals is provided. | 3.000 | 2.750 | 3.000 | 3.000 | 2.950 | 2.667 | 3.000 | 0.000 | 3.000 | 3.000 | 3.000 | 3.000 | 3.000 | 0.000 |
| 40 | Demonstrates of knowledge of how and when to adjust and change plans based on formative assessment data. | 3.000 | 3.000 | 3.000 | 3.000 | 2.950 | 3.000 | 2.953 | 0.000 | 3.000 | 3.000 | 3.000 | 3.000 | 3.000 | 0.000 |
| 41 | Reflects on working independently and/or collaboratively to examine performance data, lessons, and activities to understand each learner’s progress and to guide future planning. | 3.000 | 3.000 | 3.000 | 3.000 | 2.950 | 3.000 | 3.000 | 0.000 | 3.000 | 3.000 | 3.000 | 3.000 | 3.000 | 0.000 |
| 42 | Provides evidence that the candidate has taken responsibility student learning and uses reflection to improve practice. | 3.000 | 3.000 | 3.000 | 3.000 | 3.000 | 3.000 | 3.000 | 0.000 | 3.000 | 3.000 | 3.000 | 3.000 | 3.000 | 0.000 |
| 43 | Reflects on his/her personal biases to deepen his/her own understanding of cultural, ethnic, gender, economic, and/or language and learning differences to build stronger relationships. | 2.667 | 3.000 | 3.000 | 3.000 | 2.700 | 3.000 | 3.000 | 0.000 | 3.000 | 3.000 | 2.333 | 2.500 | 3.000 | 0.000 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Initial Programs** | | | | | | | | | | | | | | | **Advanced** |
| # | Proficiency | **AYA LA** | **AYA M** | **AYA S** | **AYA SS** | **ECE/P5** | **MC** | **ISMM** | **ISMI** | **HE** | **PE** | **Music** | **Art** | **WL** | **ECIS** |
| N=3 | N=4 | N=2 | N=3 | N=20 | N=3 | N=43 | N=0 | N=2 | N=2 | N=3 | N=2 | N=1 | N=0 |
| Average | Average | Average | Average | Average | Average | Average | Average | Average | Average | Average | Average | Average | Average |
| 44 | Sees himself/herself as a learning seeking opportunities to draw upon current research to improve practice. | 3.000 | 2.750 | 3.000 | 3.000 | 3.000 | 3.000 | 3.000 | 0.000 | 3.000 | 3.000 | 3.000 | 3.000 | 3.000 | 0.000 |
| 45 | Articulates how this experience will affect positively future teaching assignments. | 2.667 | 3.000 | 3.000 | 3.000 | 2.900 | 3.000 | 3.000 | 0.000 | 3.000 | 3.000 | 3.000 | 3.000 | 3.000 | 0.000 |
| 46 | **Section 9: Samples of Student Work with Feedback and Professional Communication and Growth** Provides three examples of student work with specific, constructive feedback. | 3.000 | 2.750 | 3.000 | 3.000 | 2.800 | 3.000 | 2.837 | 0.000 | 3.000 | 3.000 | 3.000 | 3.000 | 3.000 | 0.000 |
| 47 | Models and structures feedback that guide learners in examining their own thinking and learning. | 3.000 | 3.000 | 3.000 | 3.000 | 2.700 | 3.000 | 2.907 | 0.000 | 3.000 | 2.500 | 3.000 | 2.000 | 3.000 | 0.000 |
| 48 | The teacher connects assessment results for the three students with specific next steps in learning in the learning outcomes. | 2.333 | 2.500 | 3.000 | 3.000 | 2.650 | 3.000 | 2.953 | 0.000 | 3.000 | 2.000 | 3.000 | 3.000 | 3.000 | 0.000 |
| 49 | Communication and professional growth. | 2.667 | 3.000 | 3.000 | 3.000 | 2.750 | 3.000 | 2.953 | 0.000 | 3.000 | 2.000 | 3.000 | 3.000 | 3.000 | 0.000 |
| 50 | Candidate’s analysis of professional growth. | 2.667 | 3.000 | 3.000 | 3.000 | 2.700 | 3.000 | 2.930 | 0.000 | 3.000 | 2.000 | 3.000 | 3.000 | 3.000 | 0.000 |