**Muskingum University**

**Education Department**

**Academic Year 2020-2021**

**Key Program #5 – Assessment of Student Teaching Performance**

**(Category III: Instructional Practice-Assessment, Planning for Instruction, Instructional Strategies)**

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| **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 |
| 22 | **Category III: Instructional Practice Assessment: The candidate uses, designs, or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate learning goals and objectives.**  **#22**: Designs and/or adapts a variety of formative assessments across the range of Bloom's intellectual skill and behavior levels, Depth of Knowledge (DOK) levels, matching the methods of assessment with the types of learning objectives, and uses the assessments while carrying out lessons. | 3.000 | 3.000 | 3.000 | 3.000 | 2.950 | 3.000 | 2.977 | 0.000 | 3.000 | 3.000 | 3.000 | 3.000 | 3.000 | 0.000 |
| 23 | **#23:** Uses data from multiple types of formative and summative assessments that are aligned with standards to draw conclusions about learner progress toward learning objectives and uses these analyses to adjust and guide future instruction to meet individual learner needs. | 3.000 | 3.000 | 3.000 | 3.000 | 2.950 | 3.000 | 2.930 | 0.000 | 3.000 | 3.000 | 3.000 | 2.500 | 3.000 | 0.000 |

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| 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 |
| 24 | **The candidate uses assessment to engage learners in their own growth.** **#24**: Engages each learner in examining samples of quality work on the type of assignments being given, and provides learners with criteria for assignments to guide performance to strengthen learning. Offers concrete suggestions for how to improve their work. | 3.000 | 2.750 | 3.000 | 3.000 | 2.950 | 3.000 | 2.953 | 0.000 | 3.000 | 3.000 | 3.000 | 3.000 | 3.000 | 0.000 |
| 25 | **The candidate implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning.**  **#25**: Engages in the ethical practice of designing, using and administering formal and informal assessments for the purposes they are intended and accurately interprets the results of the data gathered from the assessments. | 3.000 | 3.000 | 3.000 | 3.000 | 2.950 | 3.000 | 2.977 | 0.000 | 3.000 | 3.000 | 3.000 | 3.000 | 3.000 | 0.000 |
| 26 | **#26:** Implements required accommodations in assessments and testing conditions as set forth in the IEPs of individual learners with disabilities and language learning needs, and ensures that accommodations are carried out without bias. | 3.000 | 2.750 | 3.000 | 3.000 | 2.900 | 3.000 | 3.000 | 0.000 | 3.000 | 3.000 | 3.000 | 3.000 | 3.000 | 0.000 |

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| 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 |
| 27 | **#27:** Differentiates assessments which include providing more challenging learning goals for learners who are advanced academically. | 2.667 | 3.000 | 3.000 | 3.000 | 2.800 | 3.000 | 3.000 | 0.000 | 3.000 | 3.000 | 3.000 | 2.500 | 3.000 | 0.000 |
| 28 | **Planning for Instruction: The candidate selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross disciplinary skills.**  **#28:** Identifies individual learners and groups of learners who need additional support and acceleration and designs and uses learning experiences to support their progress. | 2.667 | 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 |
| 29 | **#29:** Integrates technology resources into instructional plans and engages learners in the use of those resources in carrying out lessons. | 3.000 | 3.000 | 3.000 | 3.000 | 2.850 | 3.000 | 2.977 | 0.000 | 3.000 | 3.000 | 3.000 | 3.000 | 3.000 | 0.000 |

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| 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 |
| 30 | **The candidate plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student's learning needs.**  **#30**: Plans and adjusts instruction based on formative and summative data from records of prior performance together with what s/he knows about learners, including developmental levels, prior learning, and interests. | 3.000 | 3.000 | 3.000 | 3.000 | 2.850 | 3.000 | 3.000 | 0.000 | 3.000 | 3.000 | 3.000 | 3.000 | 3.000 | 0.000 |
| 31 | **The candidate plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs.**  **#31**: Seeks assistance from colleagues and specialists to identify resources and refines plans to meet individual learner needs. | 3.000 | 3.000 | 3.000 | 3.000 | 2.750 | 3.000 | 2.953 | 0.000 | 3.000 | 3.000 | 3.000 | 3.000 | 3.000 | 0.000 |
| 32 | **#32:** Uses information from informal and formal interactions with families to adjust his/her plans and to incorporate home-based resources to provide further support. | 3.000 | 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 |

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| Average | Average | Average | Average | Average | Average | Average | Average | Average | Average | Average | Average | Average | Average |
| 33 | **Instructional Strategies:** **The candidate understands and uses a variety of instructional strategies and makes learning accessible to all learners.** **#33**: Plans lessons based on learning objectives that are appropriate for all students and then makes the learning objectives explicit and understandable to learners by providing a variety of learning strategies (e.g. graphic organizers, models, and representations). | 3.000 | 3.000 | 3.000 | 3.000 | 2.800 | 3.000 | 2.977 | 0.000 | 3.000 | 3.000 | 3.000 | 3.000 | 3.000 | 0.000 |
| 34 | **#34:** Identifies learners with communication and language needs an uses appropriate strategies to support the needs of those learners including primary language resources. | 3.000 | 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 |

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| Average | Average | Average | Average | Average | Average | Average | Average | Average | Average | Average | Average | Average | Average |
| 35 | **The candidate encourages learners to develop deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways.**  **#35**: Requires that learners use a variety of research, resources, and tools, including technology, to access information related to learning objectives, and helps students learn to evaluate the trustworthiness of sources and to organize the information in a way that would be clear to an authentic audience. | 3.000 | 3.000 | 3.000 | 3.000 | 2.800 | 2.667 | 2.977 | 0.000 | 3.000 | 3.000 | 3.000 | 3.000 | 3.000 | 0.000 |
| 36 | **#36:** Use activities or strategies at Bloom's higher intellectual skill and behavior levels, and Depths of Knowledge (DOK) levels that are specifically designed to elicit learners to think independently, creatively, and critically about the content being studied. | 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 |
| 37 | **#37:** Develops learners' abilities to participate in respectful, constructive discussions of content in small and whole group settings and establishes norms that include thoughtful listening, building on one another's ideas, and questioning for clarification. | 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 |