

CAEP Annual Reporting Measures – 5.1.1 Candidate Performance during Pre-Service

Candidate Work Sample – Unit-Level Aggregated Data by Rubric

Fall 2013, Spring 2014, Fall 2014, Spring 2015, Fall 2015

The *Candidate Work Sample* is a culminating, summative performance assessment that student teaching candidates complete during their student teaching placement. It is an assignment that requires the candidate to reflect on their student teaching practice. Data was not presented where the number of candidates scored with a given rubric and in a particular semester was less than 12. Proceeding in descending order, the data is shown for the most recent semester first. Significant changes were also made to the *General CWS Rubric* in October of 2014 that enabled candidate supervisors to evaluate critical areas of teaching in more detail. These areas are reflected in the *General CWS Rubric* for Fall 2014, and were presented again in Spring 2015 and Fall 2015. The names of the teacher education programs that adopted each rubric are listed below the rubric name, where appropriate.

Fall 2015

In Fall 2015, virtually all candidates evaluated on the General CWS Rubric met or exceeded the criteria on the rubric. Approximately half of the candidates met and half exceeded the criteria (50%-50% spread) on two criteria related to identifying information about the learning-teaching context and displaying assessment data that communicated results for the entire class. Moreover, between 74% and 77% of candidates met the criteria related to evaluating the integration of instructional technology strategies, tools, and applications and discussing the intentional selection of instructional technology strategies. Data are not reported for the BEd Secondary Education, Mathematics, BEd Secondary Education, Science, and MAT-S Science Education (Secondary) programs because the number of candidates in student teaching in those programs from Fall 2015 was less than 12.

Spring 2015

In Spring 2015, 72% of candidates received scores of “3” on the General CWS Rubric on the criteria related to identifying information about the learning-teaching context and providing details about the community, school, class, and individual students. Between 60% and 62% of candidates received scores of “3” on four criteria related to listing and discussing significant, challenging, varied, and appropriate standards and objectives; discussing how they sequenced (or scaffolded) instruction within lesson plans; displaying assessment data that communicated learning results for the entire class; and reflecting on advancing instruction to improve student learning. Approximately half of the candidates met and half exceeded the criteria (50%-50% spread) on seven criteria of the rubric. Generally, most all candidates met or exceeded the criteria on the rubric. The Candidate Work Sample rubrics for the BEd Secondary Education, Mathematics, BEd Secondary Education, Science, MAT-S Science Education (Secondary), BEd Secondary Education, History & Social Studies, and BEd Secondary Education, Physical Education programs were revised and implemented in Spring 2015, but no data were reported because the number of candidates with data in those programs was less than 12.

Fall 2013 – Spring 2014

Candidates received scores of “3” (i.e., the highest score) on the General CWS Rubric during the Fall 2014 semester on the ability to identify information about the learning-teaching context including details about the community, school, class, and individual students (76%); to discuss instructional strategies that demonstrates they were intentionally selected to foster active engagement, self-motivation, positive social engagement, and collaboration (72%); and for English Secondary Education students, to reflect on the ethical practices in ELA teaching and engagement in/reflection on a variety of experiences related to ELA (85%). Similarly, for Elementary & Special Education candidates between Spring 2014 and Fall 2014, 80%-90% of candidates received a score of “3” on assessing prior knowledge, planning and designing instruction, and making instructional decisions. During the Spring 2014 semester, between 72% and 76% of candidates on the General CWS Rubric received scores of “3” on assessing prior knowledge, planning and designing instruction. In Fall 2013, 64% of candidates scored using the Science CWS Rubric received a score of “3” on the ability to successfully convey to students major science concepts; effectively engage students through multiple instructional

strategies; and be an ethical and responsible science educator. In Spring 2014, 62% of candidates received a score of “3” on the ability to successfully convey to students major science concepts. Finally, for the General Candidate Work Sample in Fall 2013, between 76% and 77% of candidates received a score of “3” on assessing prior knowledge, making instructional decisions, and reflecting on instruction to improve practice.

Fall 2015

General CWS Rubric

- BSEd Early Childhood
- BSEd Elementary Education
- MEd Elementary Education
- BSEd Special & Elementary Education
- MEd Special Education, Mild Moderate Disabilities
- MEd Early Childhood Special Education
- BMed Music Secondary Education
- BSEd Secondary Education, Art Education
- BSEd Secondary Education, English
- MA English Education (Secondary)
- BSEd Secondary Education, History & Social Studies
- BSEd Secondary Education, Physical Education

[A score of 2 or 3 is considered passing.]

Criteria	Fall 2015							
	0	%	1	%	2	%	3	%
Identification of information about the learning-teaching context including details about the community, school, class, and individual students.	0	0%	1	1%	86	49%	90	51%
Listing and discussion of significant, challenging, varied, and appropriate standards/objectives based on class or grade level curriculum plan.	0	0%	0	0%	107	60%	70	40%
Description of pre/post assessment and how it is explicitly aligned to selected learning standards/objectives.	0	0%	1	1%	107	60%	69	39%
Listing of standard/objective and forms of instruction and assessment for each instructional day and each lesson plan.	0	0%	1	1%	98	55%	78	44%
Identification of specific implications for selection of instructional strategies based on information about learning characteristics and results from pre-assessment.	0	0%	1	1%	114	64%	62	35%
Discussion of instructional strategies that demonstrates they were intentionally selected to foster active engagement, self-motivation, positive social engagement, and collaboration.	0	0%	1	1%	105	59%	71	40%
Discussion of scaffolding of instruction within lesson plans. [Only for BSED Early Childhood Education; N = 2]	0	0%	0	0%	2	100%	0	0%
Discussion of sequencing of instruction within lesson plans.	0	0%	1	1%	103	59%	71	41%
Discussion of instructional technology strategies that demonstrates they were intentionally selected to address content standards/objectives.	0	0%	1	1%	131	74%	45	25%
Evaluation of instructional content in terms of being the appropriate level of complexity for students that encourages the development of critical thinking and problem solving.	1	1%	0	0%	112	63%	64	36%

Evaluation of instructional strategies in relation to content and learner development that promote active student engagement.	0	0%	1	1%	107	60%	69	39%
Evaluation of application of adaptations/ differentiation by student groupings or individual students.	0	0%	2	1%	120	68%	55	31%
Evaluation of the integration of instructional technology strategies, tools, and applications.	0	0%	1	1%	137	77%	39	22%
Use of formative assessment data to check for learning and adjust instruction, if necessary.	0	0%	1	1%	120	68%	56	32%
Display of assessment data communicates learning results for the class as a whole.	1	1%	1	1%	89	50%	86	49%
Discussion communicates results by standard/ objective, including which pre/post assessment questions or performance tasks students were more or less successful with completing.	1	1%	1	1%	111	63%	64	36%
Interpretation of assessment results in terms of growth/ learning/ achievement.	1	1%	0	0%	119	68%	56	32%
Reflection on advancing instruction to improve student learning.	1	1%	0	0%	100	60%	65	39%
Reflection on the ethical practices in ELA teaching and engagement in/reflection on a variety of experiences related to ELA. [Only in English Secondary Education; N = 11]	0	0%	0	0%	3	27%	8	73%
Reflections regarding a variety of experiences related to ELA that demonstrate understanding of and readiness in leadership, collaboration, ongoing professional development, and community engagement. [Only in English Secondary Education; N = 11]	0	0%	0	0%	2	18%	9	82%
Reflections regarding connection between successful student learning and collaboration with mentoring teaching, other school colleagues, families, community organizations or online resources.	1	1%	0	0%	109	66%	56	34%
Total:	177							

CWS Mathematics Rubric (Secondary)

- BSEd Secondary Education, Mathematics

[A score of 2 or 3 is considered passing.]

Criteria	Fall 2015							
	0	%	1	%	2	%	3	%
Selects, uses, and determines suitability of the wide variety of available mathematics curricula and teaching materials for all students including those with special needs such as the gifted, challenged and speakers of other languages. (NCTM-2003 8.1)								
Uses knowledge of mathematics to select and use appropriate technological tools, such as but not limited to, spreadsheets, dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data-collection devices, and presentation software. (NCTM-2003 6.1)								
Develop lessons that use technology's potential for building understanding of mathematical concepts and developing important mathematical ideas. (NCTM-2003 8.9)								
Selects and uses appropriate concrete materials for learning mathematics. (NCTM-2003 8.2)								
Uses knowledge of different types of instructional strategies in planning mathematics lessons. (NCTM-2003 8.7)								
Demonstrates the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding, and to help students develop and test generalizations. (NCTM-2003 8.8)								
Analyzes and evaluates the mathematical thinking and strategies of others, particularly those of the students in the mathematics classroom. (NCTM-2003 3.4)								
Uses multiple strategies, including listening to and understanding the ways students think about mathematics, to assess students' mathematical knowledge. (NCTM-2003 8.3)								
Demonstrates the ability to increase students' knowledge of mathematics. (NCTM-2003 16.3)								
Total:	N < 12							

Science CWS Rubric

- BSEd Secondary Education, Science
- MAT-S Science Education (Secondary)

[A score of 2 or 3 is considered passing.]

Criteria	Fall 2015							
	0	%	1	%	2	%	3	%
School Community, Context and Learning Environment: The Teacher Candidate uses information about the learning-teaching context and student individual differences to plan instruction and establish a learning environment. (Overview of school context, demographics and implications for instruction.)								
The candidate is able to successfully convey to students the major science concepts, principles, theories, laws, and interrelationships of their fields of licensure. (Scientific Concepts)								
The candidate is able to present a clear picture of what students learned during the CWS unit through the analysis and reflection on formative and summative evidence. (Scientific Concepts)								
The candidate provides data about their students' ability to distinguish science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science. (Nature of Science)								
The candidate demonstrates their ability to design lessons where students collect and interpret data in order to: develop and communicate concepts, understand scientific processes and relationships and natural patterns from empirical experiences, and apply science-specific technology as appropriate. (Scientific Inquiry)								
The candidate develops lesson plans that show all students are expected to collect and interpret data using science-specific technology in order to understand scientific processes, relationships and patterns. (Scientific Inquiry)								
The candidate provides evidence of engaging students in inquiries that contribute to their students' understanding of science concepts and relationships through empirical observations, data collection and making logical inferences. (Scientific Inquiry)								
The candidate demonstrates an understanding of the supporting role of mathematics and language arts and the use of technology for students to develop scientific understandings. (21st-Century Skills and Technology)								
The candidate designs instruction and assessment strategies that identify and address students' naive concepts or preconceptions. (Assessment and Teaching Strategies)								
The candidate uses a variety of teaching strategies to engage and motivate all students in learning. (Assessment and Teaching Strategies)								
The candidate applies ongoing fair and equitable assessment strategies to analyze student learning and evaluate preconceptions and ideas that students hold. (Assessment and Teaching Strategies)								
Reflection, Professional Responsibilities and Ethics: The Teacher Candidate reflects on his or her demonstrated professional responsibilities to improve teaching practice. (Professional Responsibility)								
Total:	N < 12							

Spring 2015

General CWS Rubric

- BSEd Early Childhood
- BSEd Elementary Education
- MEd Elementary Education
- BSEd Special & Elementary Education
- MEd Special Education, Mild Moderate Disabilities
- MEd Early Childhood Special Education
- BMed Music Secondary Education
- BSEd Secondary Education, Art Education
- BSEd Secondary Education, English
- MA English Education (Secondary)
- BSEd Secondary Education, Global Languages & Culture: Spanish, French & German

[A score of 2 or 3 is considered passing.]

Criteria	Spring 2015							
	0	%	1	%	2	%	3	%
Identification of information about the learning-teaching context including details about the community, school, class, and individual students.	0	0%	0	0%	80	28%	208	72%
Listing and discussion of significant, challenging, varied, and appropriate standards/objectives based on class or grade level curriculum plan.	0	0%	1	0%	109	38%	178	62%
Description of pre/post assessment and how it is explicitly aligned to selected learning standards/objectives.	0	0%	1	0%	116	40%	171	59%
Listing of standard/objective and forms of instruction and assessment for each instructional day and each lesson plan.	0	0%	0	0%	119	41%	169	59%
Identification of specific implications for selection of instructional strategies based on information about learning characteristics and results from pre-assessment.	0	0%	1	0%	140	49%	147	51%
Discussion of instructional strategies that demonstrates they were intentionally selected to foster active engagement, self-motivation, positive social engagement, and collaboration.	0	0%	1	0%	126	44%	161	56%
Discussion of scaffolding of instruction within lesson plans. [Only for BSED Early Childhood Education; N = 2]	0	0%	0	0%	1	50%	1	50%
Discussion of sequencing of instruction within lesson plans.	0	0%	0	0%	108	38%	178	62%
Discussion of instructional technology strategies that demonstrates they were intentionally selected to address content standards/objectives.	1	0%	0	0%	165	57%	122	42%
Evaluation of instructional content in terms of being the appropriate level of complexity for students that encourages the development of critical thinking and problem solving.	0	0%	1	0%	143	50%	144	50%
Evaluation of instructional strategies in relation to content and learner development that promote active student engagement.	0	0%	0	0%	135	47%	153	53%

Evaluation of application of adaptations/ differentiation by student groupings or individual students.	0	0%	0	0%	140	49%	148	51%
Evaluation of the integration of instructional technology strategies, tools, and applications.	1	0%	0	0%	161	56%	126	44%
Use of formative assessment data to check for learning and adjust instruction, if necessary.	0	0%	1	0%	143	50%	144	50%
Display of assessment data communicates learning results for the class as a whole.	0	0%	0	0%	114	40%	174	60%
Discussion communicates results by standard/ objective, including which pre/post assessment questions or performance tasks students were more or less successful with completing.	0	0%	1	0%	142	49%	145	50%
Interpretation of assessment results in terms of growth/ learning/ achievement.	0	0%	1	0%	141	49%	146	51%
Reflection on advancing instruction to improve student learning.	0	0%	1	0%	101	39%	158	61%
Reflection on the ethical practices in ELA teaching and engagement in/reflection on a variety of experiences related to ELA. [Only in English Secondary Education; N = 27]	0	0%	0	0%	11	41%	16	59%
Reflections regarding a variety of experiences related to ELA that demonstrate understanding of and readiness in leadership, collaboration, ongoing professional development, and community engagement. [Only in English Secondary Education; N = 27]	0	0%	0	0%	12	44%	15	56%
Reflections regarding connection between successful student learning and collaboration with mentoring teaching, other school colleagues, families, community organizations or online resources.	0	0%	1	0%	117	45%	143	55%
Total:					288			

CWS Mathematics Rubric (Secondary rubric aligned to NCTM 2003 standards)

- BSEd Secondary Education, Mathematics

[A score of 2 or 3 is considered passing.]

Criteria	Spring 2015							
	0	%	1	%	2	%	3	%
Selects, uses, and determines suitability of the wide variety of available mathematics curricula and teaching materials for all students including those with special needs such as the gifted, challenged and speakers of other languages. (NCTM-2003 8.1)								
Uses knowledge of mathematics to select and use appropriate technological tools, such as but not limited to, spreadsheets, dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data-collection devices, and presentation software. (NCTM-2003 6.1)								
Develop lessons that use technology's potential for building understanding of mathematical concepts and developing important mathematical ideas. (NCTM-2003 8.9)								
Selects and uses appropriate concrete materials for learning mathematics. (NCTM-2003 8.2)								
Uses knowledge of different types of instructional strategies in planning mathematics lessons. (NCTM-2003 8.7)								
Demonstrates the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding, and to help students develop and test generalizations. (NCTM-2003 8.8)								
Analyzes and evaluates the mathematical thinking and strategies of others, particularly those of the students in the mathematics classroom. (NCTM-2003 3.4)								
Uses multiple strategies, including listening to and understanding the ways students think about mathematics, to assess students' mathematical knowledge. (NCTM-2003 8.3)								
Demonstrates the ability to increase students' knowledge of mathematics. (NCTM-2003 16.3)								
Total:	N < 12							

Science CWS Rubric Spring 2015

- BSEd Secondary Education, Science
- MAT-S Science Education (Secondary)

[A score of 2 or 3 is considered passing.]

Criteria	Spring 2015							
	0	%	1	%	2	%	3	%
School Community, Context and Learning Environment: The Teacher Candidate uses information about the learning-teaching context and student individual differences to plan instruction and establish a learning environment. (Overview of school context, demographics and implications for instruction.)								
The candidate is able to successfully convey to students the major science concepts, principles, theories, laws, and interrelationships of their fields of licensure. (Scientific Concepts)								
The candidate is able to present a clear picture of what students learned during the CWS unit through the analysis and reflection on formative and summative evidence. (Scientific Concepts)								
The candidate provides data about their students' ability to distinguish science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science. (Nature of Science)								
The candidate demonstrates their ability to design lessons where students collect and interpret data in order to: develop and communicate concepts, understand scientific processes and relationships and natural patterns from empirical experiences, and apply science-specific technology as appropriate. (Scientific Inquiry)								
The candidate develops lesson plans that show all students are expected to collect and interpret data using science-specific technology in order to understand scientific processes, relationships and patterns. (Scientific Inquiry)								
The candidate provides evidence of engaging students in inquiries that contribute to their students' understanding of science concepts and relationships through empirical observations, data collection and making logical inferences. (Scientific Inquiry)								
The candidate demonstrates an understanding of the supporting role of mathematics and language arts and the use of technology for students to develop scientific understandings. (21st-Century Skills and Technology)								
The candidate designs instruction and assessment strategies that identify and address students' naive concepts or preconceptions. (Assessment and Teaching Strategies)								
The candidate uses a variety of teaching strategies to engage and motivate all students in learning. (Assessment and Teaching Strategies)								
The candidate applies ongoing fair and equitable assessment strategies to analyze student learning and evaluate preconceptions and ideas that students hold. (Assessment and Teaching Strategies)								
Reflection, Professional Responsibilities and Ethics: The Teacher Candidate reflects on his or her demonstrated professional responsibilities to improve teaching practice. (Professional Responsibility)								
Total:	N < 12							

Physical Education CWS Rubric

- BSEd Secondary Education, Physical Education

Criteria	Spring 2015					
	1	%	2	%	3	%
I. Unit Objectives aligned with Standards. 3-2						
I. Instrument/Process measures the appropriate knowledge/skills. 5-1						
I. Instrument/Process is appropriate for the students assessed 5-2						
I. Data and analysis procedures are articulated and effectively differentiates levels of knowledge/skill						
II. Instructional planning is based on prior judgment of learning information 5-3						
II. Description of teaching includes methods of differentiating instruction to meet the needs of all students 3-6						
III. Instructional Strategies 3-3						
III. Long term and Lesson Plans 3-1						
IV. Delivers instruction based on student needs 4-4						
IV. Selects appropriate tasks 3-4						
V. The assessment Instrument/Process targeted appropriate content and student needs 5-2						
V. Pre and Post Assessment are aligned and articulated 5-2						
V. The data were representative and consistent with instruction						
V. Assessment instruments are submitted and/or fully explained 5-1						
VI. Data analysis accurately assesses students' knowledge/skill 5-2						
VI. Data analysis accurately assesses students' progress 5-2						
VI. Identification of needs of diverse learners within the class and their degree of learning are accurately reported						
VI. Documentation of student learning includes unexpected results 5-3						
VII. Reflection is consistent with data 5-3						
VII. Reflection leads to instructional improvement 5-3						
Total:	N < 12					

General Social Studies CWS Rubric (Primary)

- BSEd Secondary Education, History & Social Studies

Note: A score of “0” was given if the candidate did not teach the specific discipline covered in the rubric criterion.

[A score of 2 or 3 is considered passing.]

Criteria	Spring 2015							
	0	%	1	%	2	%	3	%
Writing Quality								
Identification of information about the learning-teaching context including details about the community, school, class, and individual students.								
Listing and discussion of significant, challenging, varied, and appropriate standards/objectives based on class or grade level curriculum plan.								
Description of pre/post assessment and how it is explicitly aligned to selected learning standards/objectives.								
Listing of standard/objective and forms of instruction and assessment for each instructional day and each lesson plan.								
Identification of specific implications for selection of instructional strategies based on information about learning characteristics and results from pre-assessment.								
Discussion of instructional strategies that demonstrates they were intentionally selected to foster active engagement, self-motivation, positive social engagement, and collaboration.								
Discussion of sequencing of instruction within lesson plans.								
Discussion of instructional technology strategies that demonstrates they were intentionally selected to address content standards/objectives.								
Evaluation of instructional content in terms of being the appropriate level of complexity for students that encourages the development of critical thinking and problem solving.								
Evaluation of instructional strategies in relation to content and learner development that promote active student engagement.								
Evaluation of application of adaptations/ differentiation by student groupings or individual students.								
Evaluation of the integration of instructional technology strategies, tools, and applications.								
Use of formative assessment data to check for learning and adjust instruction, if necessary.								
Display of assessment data communicates learning results for the class as a whole.								
Discussion communicates results by standard/ objective, including which pre/post assessment questions or performance tasks students were more or less successful with completing.								
Interpretation of assessment results in terms of growth/ learning/ achievement.								
Reflection on advancing instruction to improve student learning.								
Reflections regarding connection between successful student learning and collaboration with mentoring teaching, other school colleagues, families, community organizations or online resources.								
Provides appropriate experiences to guide learners in the study of culture and diversity. (NCSS 1.1)								
Provides appropriate experiences to guide learners in the study of global connections and interdependence. (NCSS 1.9)								
Provides appropriate experiences to guide learners in the study of time, continuity, and change. (NCSS 1.2)								
Provides appropriate experiences to guide learners in the study of people, places, and environments. (NCSS 1.3)								

Provides appropriate experiences to guide learners in the study of power, authority, and governance. (NCSS 1.6)								
Provides appropriate experiences to guide learners in the study of civic ideals and practices. (NCSS 1.10)								
Provides appropriate experiences to guide learners in the study of how people organize for the production, distribution, and consumption of goods and services. (NCSS 1.7)								
Total:	N < 12							

Fall 2014

General CWS Rubric – Revised 10/2014

- Art Secondary Education (BSEd)
- Early Childhood Education (BSEd)
- Early Childhood-Special Education (MEd)
- Elementary Education (BSEd)
- Elementary Education (MEd)
- Elementary & Special Education (BSEd)
- English Secondary Education (BSEd)
- Global Languages (Spanish, French) Secondary Education (BSEd)
- History Secondary Education (BSEd)
- Music Secondary Education (BSEd)

[A score of 2 or 3 is considered passing.]

Criteria	Fall 2014							
	0	%	1	%	2	%	3	%
Identification of information about the learning-teaching context including details about the community, school, class, and individual students.	0	0%	2	1%	47	23%	156	76%
Listing and discussion of significant, challenging, varied, and appropriate standards/objectives based on class or grade level curriculum plan.	0	0%	5	2%	64	31%	136	66%
Description of pre/post assessment and how it is explicitly aligned to selected learning standards/objectives.	1	0%	3	1%	70	34%	131	64%
Listing of standard/objective and forms of instruction and assessment for each instructional day and each lesson plan.	1	0%	1	0%	78	38%	125	61%
Identification of specific implications for selection of instructional strategies based on information about learning characteristics and results from pre-assessment.	1	0%	3	1%	78	38%	123	60%
Discussion of instructional strategies that demonstrates they were intentionally selected to foster active engagement, self-motivation, positive social engagement, and collaboration.	0	0%	2	1%	56	27%	147	72%
Discussion of scaffolding of instruction within lesson plans. [Only for BSED Early Childhood Education; N = 3]	0	0%	0	0%	1	33%	2	67%
Discussion of sequencing of instruction within lesson plans.	0	0%	4	2%	66	33%	133	66%
Discussion of instructional technology strategies that demonstrates they were intentionally selected to address content standards/objectives.	1	0%	3	1%	105	51%	96	47%
Evaluation of instructional content in terms of being the appropriate level of complexity for students that encourages the development of critical thinking and problem solving.	0	0%	3	1%	69	34%	131	65%
Evaluation of instructional strategies in relation to content and learner development that promote active student engagement.	0	0%	3	1%	59	29%	143	70%

Evaluation of application of adaptations/ differentiation by student groupings or individual students.	0	0%	4	2%	77	38%	124	60%
Evaluation of the integration of instructional technology strategies, tools, and applications.	1	0%	2	1%	97	47%	105	51%
Use of formative assessment data to check for learning and adjust instruction, if necessary.	1	0%	2	1%	70	34%	132	64%
Display of assessment data communicates learning results for the class as a whole.	1	0%	1	0%	64	31%	139	68%
Discussion communicates results by standard/ objective, including which pre/post assessment questions or performance tasks students were more or less successful with completing.	1	0%	3	1%	74	36%	127	62%
Interpretation of assessment results in terms of growth/ learning/ achievement.	1	0%	1	0%	73	36%	130	63%
Reflection on advancing instruction to improve student learning.	0	0%	3	2%	63	33%	125	65%
Reflection on the ethical practices in ELA teaching and engagement in/reflection on a variety of experiences related to ELA. [Only in English Secondary Education; N = 13]	0	0%	0	0%	2	15%	11	85%
Reflections regarding a variety of experiences related to ELA that demonstrate understanding of and readiness in leadership, collaboration, ongoing professional development, and community engagement. [Only in English Secondary Education; N = 13]	0	0%	0	0%	5	38%	8	62%
Reflections regarding connection between successful student learning and collaboration with mentoring teaching, other school colleagues, families, community organizations or online resources.	0	0%	4	2%	75	39%	113	59%
Total:	205							

General CWS Rubric – Implemented prior to 10/2014 CWS Revisions

- Elementary Education (CIE 299, ECI 490C) – The number of candidates was less than 12, so no data is presented.

[A score of 2 or 3 is considered passing.]

Criteria	1	%	2	%	3	%
Assess Prior Knowledge: The teacher candidate uses information about the learning-teaching context and student individual differences to set learning objectives plan instruction and assessment.						
Plans Instruction: The teacher candidate sets significant challenging varied and appropriate learning goals.						
Designing Instruction/Teaching: The teacher candidate designs instruction for specific learning objectives student characteristics and needs and learning context.						
Instructional Decisions: The teacher candidate uses ongoing analysis of student learning to make instructional decisions.						
Assessment (Plan for Unit): The teacher candidate uses multiple assessment modes and approaches aligned with learning goals/objectives to assess student learning before during and after instruction.						
Analyzes: The teacher candidate uses assessment data to profile student learning and communicate information about student progress and achievement.						
Total:	N < 12					

CWS Mathematics Rubric (Secondary) – Aligned to NCTM 2003 Standards

- **Mathematics Secondary Education (BSEd) – The number of candidates was less than 12, so no data is presented.**

[A score of 3 or 4 is considered passing.]

Criteria	Fall 2014			
	0	1	2	3
Selects, uses, and determines suitability of the wide variety of available mathematics curricula and teaching materials for all students including those with special needs such as the gifted, challenged and speakers of other languages.				
Uses knowledge of mathematics to select and use appropriate technological tools, such as but not limited to, spreadsheets, dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data-collection devices, and presentation software.				
Develop lessons that use technology's potential for building understanding of mathematical concepts and developing important mathematical ideas.				
Selects and uses appropriate concrete materials for learning mathematics.				
Uses knowledge of different types of instructional strategies in planning mathematics lessons.				
Demonstrates the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding, and to help students develop and test generalizations.				
Analyzes and evaluates the mathematical thinking and strategies of others, particularly those of the students in the mathematics classroom.				
Demonstrates the ability to increase students' knowledge of mathematics.				
Total:	N < 12			

Physical Education CWS Rubric

The number of candidates for Fall 2014 was less than 12, so no data is presented.

[A score of 2 or 3 is considered passing.]

Criteria	Fall 2014		
	1	2	3
I. Unit Objectives aligned with Standards. 3-2			
I. Instrument/Process measures the appropriate knowledge/skills. 5-1			
I. Instrument/Process is appropriate for the students assessed 5-2			
II. Instructional planning is based on prior judgment of learning information 5-3			
II. Description of teaching includes methods of differentiating instruction to meet the needs of all students 3-6			
III. Instructional Strategies 3-3			
III. Long term and Lesson Plans 3-1			
IV. Delivers instruction based on student needs 4-4			
IV. Selects appropriate tasks 3-4			
V. The assessment Instrument/Process targeted appropriate content and student needs 5-2			
V. Pre and Post Assessment are aligned and articulated 5-2			
V. Assessment instruments are submitted and/or fully explained 5-1			
VI. Data analysis accurately assesses students' knowledge/skill 5-2			
VI. Data analysis accurately assesses students' progress 5-2			
VI. Documentation of student learning includes unexpected results 5-3			
VII. Reflection is consistent with data 5-3			
VII. Reflection leads to instructional improvement 5-3			
Total:	N < 12		

Spring 2014-Fall 2014

Elementary & Special Education CWS Rubric

[A score of 2 or 3 is considered passing.]

Criteria	Spring 2014						Fall 2014					
	1	%	2	%	3	%	1	%	2	%	3	%
Assess Prior Knowledge: The teacher candidate uses information about the learning-teaching context and student individual differences to set learning objectives, plan instruction and assessment. InTASC 6; CEC 8	0	0%	7	10%	63	90%	0	0%	16	24%	50	76%
Plans Instruction: The teacher candidate sets significant, challenging, varied, and appropriate learning goals. InTASC 3; CEC 7	0	0%	14	20%	56	80%	0	0%	19	29%	47	71%
Designing Instruction/Teaching: The teacher candidate designs instruction for specific learning objectives, student characteristics and needs, and learning context. InTASC 7; CEC 4	0	0%	13	19%	57	81%	0	0%	16	24%	50	76%
Instructional Decisions: The teacher candidate uses ongoing analysis of student learning to make instructional decisions. InTASC 6; CEC 8	0	0%	14	20%	56	80%	0	0%	14	21%	52	79%
Assessment (Plan for Unit): The teacher candidate uses multiple assessment modes and approaches aligned with learning goals/objectives to assess student learning before, during and after instruction. InTASC 6; CEC 7	0	0%	19	27%	51	73%	0	0%	22	33%	44	67%
Analyzes: The teacher candidate uses assessment data to profile student learning and communicate information about student progress and achievement. InTASC 6; CEC 7	0	0%	27	39%	43	61%	0	0%	17	26%	49	74%
Total:	70						66					

Spring 2014

General CWS Rubric

- Art Education (BSEd)
- Elementary Education (BSEd)
- Elementary Education (MEd)
- Early Childhood Education (BSEd)
- Global Languages (Spanish, French) Secondary Education (BSEd)
- History Secondary Education (BSEd)
- Music Secondary Education (BSEd)

[A score of 2 or 3 is considered passing.]

Criteria	Spring 2014					
	1	%	2	%	3	%
Assess Prior Knowledge: The teacher candidate uses information about the learning-teaching context and student individual differences to set learning objectives plan instruction and assessment.	1	0%	59	28%	151	72%
Plans Instruction: The teacher candidate sets significant challenging varied and appropriate learning goals.	1	0%	58	27%	152	72%
Designing Instruction/Teaching: The teacher candidate designs instruction for specific learning objectives student characteristics and needs and learning context.	0	0%	50	24%	161	76%
Instructional Decisions: The teacher candidate uses ongoing analysis of student learning to make instructional decisions.	1	0%	65	31%	145	69%
Assessment (Plan for Unit): The teacher candidate uses multiple assessment modes and approaches aligned with learning goals/objectives to assess student learning before during and after instruction.	0	0%	78	37%	133	63%
Analyzes: The teacher candidate uses assessment data to profile student learning and communicate information about student progress and achievement.	1	0%	73	35%	136	65%
Total:	211					

Fall 2013-Fall 2014

Science CWS Rubric

- Science Secondary Education (BSEd) – The number of candidates for Fall 2014 was less than 12, so no data is presented for that semester.

[A score of 2 or 3 is considered passing.]

Criteria	Fall 2013						Spring 2014						Fall 2014					
	1	%	2	%	3	%	1	%	2	%	3	%	1	%	2	%	3	%
School Community, Context and Learning Environment: The Teacher Candidate uses information about the learning-teaching context and student individual differences to plan instruction and establish a learning environment.(InTASC 2)(Unit: Diversity)	0	0%	10	71%	4	29%	0	0%	12	57%	9	43%						
The candidate is able to successfully convey to students the major science concepts, principles, theories, laws, and interrelationships of their fields of licensure.(NSTA 1a & 5a)	0	0%	5	36%	9	64%	0	0%	8	38%	13	62%						
The candidate facilitates their students learning the nature of science.(NSTA 5b)	1	7%	8	57%	5	36%	0	0%	16	76%	5	24%						
The candidate engages students effectively through multiple instructional strategies including scientific inquiry and investigations.(NSTA 2b, 3b, 5c)	1	7%	4	29%	9	64%	0	0%	14	67%	7	33%						
The candidate demonstrates an ability to effectively utilize technology to enhance teaching and learning.(NSTA 1b, 2b)(Unit: Technology)	0	0%	6	43%	8	57%	0	0%	9	43%	12	57%						
The candidate uses the results of multiple assessments to assess students prior knowledge, address individual differences, and guide and modify instruction.(NSTA 2c, 3a, 3c, 5a)(InTASC 1, 2, 7)	0	0%	8	57%	6	43%	0	0%	11	52%	10	48%						
Reflection, 3 Responsibilities and Ethics: The Teacher Candidate reflects on his or her demonstrated 3 responsibilities to improve teaching practice.(Unit: 3 Responsibilities and ethics)	0	0%	5	36%	9	64%	0	0%	11	52%	10	48%						
Total:	14						21						N < 12					

Fall 2013

General CWS Rubric

- Art Secondary Education (BSEd)
- Career and Technical Education (BSEd)
- Early Childhood Education (BSEd)
- Elementary Education (BSEd)
- Elementary Education (MEd)
- Elementary & Special Education (BSEd)
- Global Languages (Spanish, French) Secondary Education (BSEd)
- History Secondary Education (BSEd)
- One section of Mathematics Secondary Education (BSEd)
- Music Secondary Education (BSEd)

[A score of 2 or 3 is considered passing.]

Criteria	1	%	2	%	3	%
Assess Prior Knowledge: The teacher candidate uses information about the learning-teaching context and student individual differences to set learning objectives, plan instruction and assessment.	3	1%	68	22%	242	77%
Plans Instruction: The teacher candidate sets significant, challenging, varied, and appropriate learning goals.	4	1%	85	27%	224	72%
Designing Instruction/Teaching: The teacher candidate designs instruction for specific learning objectives, student characteristics and needs, and learning context.	3	1%	77	25%	232	74%
Instructional Decisions: The teacher candidate uses ongoing analysis of student learning to make instructional decisions.	1	0%	74	24%	238	76%
Assessment (Plan for Unit): The teacher candidate uses multiple assessment modes and approaches aligned with learning goals/objectives to assess student learning before, during and after instruction.	1	0%	94	30%	218	70%
Analyzes: The teacher candidate uses assessment data to profile student learning and communicate information about student progress and achievement.	1	0%	104	33%	208	67%
Reflection: The teacher candidate reflects on his or her instruction and student learning to improve teaching practice.	2	1%	74	24%	237	76%
Mechanics	0	0%	125	40%	187	60%
Total:	313					

Math CWS Rubric

- **Mathematics Secondary Education (BSEd) – The number of candidates was less than 12, so no data is presented.**

[A score of 2 or 3 is considered passing.]

Criteria	Fall 2013		
	1	2	3
Standard 7.5 & 8.3: Assessment (Plan for Unit): The candidate uses the results of multiple assessments to guide and modify instruction, the classroom environment, or the assessment process. Intervention Strategies for Re-Teaching			
Standard 8.4: Designing Instruction/Teaching: The Teacher Candidate designs instruction for specific learning objectives, student characteristics and needs, and learning context.			
Standard 1: The candidate facilitates their students' development of mathematical problem solving.			
Standard 2: The candidate supports students' development of mathematical reasoning and proof.			
Standard 3: The candidate supports students' ability to communicate mathematically.			
Standard 4: The candidate supports students' ability to make mathematical connections.			
Standard 5: The candidate supports students' ability to make varied representations of mathematical ideas.			
Standard 6 & 8.9: The candidate demonstrates an ability to effectively utilize technology to enhance teaching and learning.			
Standard 8.1 & 8.2: The candidate demonstrates an ability to select, use, and determine suitability of the wide variety of available mathematics curricula and teaching materials for all students.			
Standard 7.5 & 8.7: Instructional Decisions: The teacher candidate uses ongoing analysis of student learning to make instructional decisions.			
Standard 16.3: Analyzes: The teacher candidate uses assessment data to profile student learning and communicate information about student progress and achievement.			
Reflection: The Teacher Candidate reflects on his or her instruction and student learning to improve teaching practice.			
Total:	N < 12		

English CWS Rubric

- English Secondary Education (BSEd) – The number of candidates was less than 12, so no data is presented.

[A score of 2 or 3 is considered passing.]

Criteria	Fall 2013		
	1	2	3
NCTE 4.2 Align curriculum goals and teaching strategies with teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work The Context			
NCTE 4.10 Integrate assessment consistently into instruction Judgment of Prior Learning and Goal Setting			
NCTE 4.10 Integrate assessment consistently into instruction Judgment of Prior Learning and Goal Setting			
NCTE 4.2 Align curriculum goals and teaching strategies with teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work Instructional Design			
NCTE 4.10 Integrate assessment consistently into instruction Assessment			
NCTE 4.10 Integrate assessment consistently into instruction Assessment			
NCTE 4.10 Integrate assessment consistently into instruction Assessment			
NCTE 4.10 Integrate assessment consistently into instruction Self-evaluation			
NCTE 2.3 Candidate Attitudes 2.3 The student teacher demonstrates reflective practice.			
NCTE 3.1 Candidate knowledge and skills in the use of the English language 3.1 The student teacher demonstrates how reading, writing, listening, speaking, viewing, and thinking are interrelated in their own learning and in their students learning of ELA.			
NCTE 3.2 Candidate knowledge of the practices of oral, visual, and written literacy 3.2 The student teacher uses writing, speaking, and observing as major forms of inquiry, reflection, and expression in teaching.			
3.3 Candidate knowledge of reading processes 3.3 The student teacher discovers and creates meaning from texts and guides students in the same process.			
3.7 Candidate knowledge of research theory and findings in English language arts 3.7 The student teacher uses major sources of research and theory related to English language arts to support their teaching and decisions.			
4.1 Candidate Pedagogy 4.1 the student teacher examines and selects resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.			

4.2 Candidate Pedagogy 4.2 The student teacher aligns curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.			
4.10 Candidate Pedagogy 4.10 The student teacher uses a variety of formal and informal assessment activities and instruments to evaluate processes and products and the student teacher creates regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.			
Total:	N < 12		