

## Elementary Education (B.Ed.)

### University Catalog Description

*Students may choose one of the following elementary majors, which is designed to include a second concentration that allows for dual certification upon graduation and successful completion of state testing. These certifications include grades as indicated:*

- *Bachelor of Education in Elementary Education (K-8) with Early Childhood Concentration (P-3)*
- *Bachelor of Education in Elementary Education (K-8) with English Language Learner Concentration (K-12)*
- *Bachelor of Education in Elementary Education (K-8) with Special Education Concentration (K-12)*

#	Professional Outcomes
1	Learner Development: The teacher understands how learners learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2	Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3	Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4	Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5	Innovative Applications of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6	Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7	Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8	Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9	Reflection and Continuous Growth: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10	Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
11	The candidate is a reflective, transformed educator who continually evaluates his/her practice, particularly the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview.
12	The candidate makes educational decisions (i.e. plans instruction and/or administrative duties) based on the principles of the whole person lifestyle, including the spiritual, physical, intellectual, social, and emotional aspects.

13	The candidate demonstrates an understanding of the legal aspects of education.
14	The candidate demonstrates the disposition of a transformed educator who seeks outreach opportunities to diverse populations, both locally and worldwide.

#	ORU Outcomes
1	<b>Spiritual Integrity:</b> Students will learn to hear God’s voice by deepening their relationship with Jesus Christ and increasing their sensitivity to the Holy Spirit—for themselves and others. Students will pursue wholeness and integrity in their relationships with others and with God. Students will expand their biblical knowledge, approach life from a Spirit-empowered worldview, and learn to share the gospel of Jesus Christ.
2	<b>Personal Resilience:</b> Students will learn the skills needed for motivation and perseverance in addressing the complexities of life. Students will develop the knowledge, skills, and strategies required to adapt appropriately to changing environments. Students will honor God by embracing wellness through self-management and self-care, including physical exercise, good sleep patterns, and proper nutritional habits.
3	<b>Intellectual Pursuit:</b> Students will learn to develop problem-solving, critical thinking, and decision-making skills in preparation for professional careers. Students will demonstrate knowledge and an increased capacity for knowledge attainment and participate in identifying, analyzing, and creating solutions for the world’s most significant problems.
4	<b>Global Engagement:</b> Students will learn to model respect, responsibility, flexibility, adaptability, and sacrifice as they navigate the challenges and opportunities of a globalized world. Students will learn to use multiple strategies to develop culturally responsive relationships that support and encourage constructive change.
5	<b>Bold Vision:</b> Students will learn to recognize, develop, and communicate bold responses to today’s complex issues. Students will contemplate God’s purpose for their lives and God’s vision for their futures while also seeking to understand the world’s challenges and how these dynamics intersect. Students will learn practical, scalable objectives that assist in moving from vision to reality and be challenged to bring hope and transformation to the world.

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**Outcome and Key Program Assessment Alignment**

KEY PROGRAM ASSESSMENT			PROFESSIONAL OUTCOME														ORU OUTCOME				
#	Course	Assignment Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	1. Spiritual Integrity	2. Personal Resilience	3. Intellectual Pursuit	4. Global Engagement	5. Bold Vision
1	PED 361	OSAT (Oklahoma Subject Area Test)				M	M												M	M	
2	PED 361	PPAT (Task 1)		M																	M
3	PED 361	PPAT (Tasks 2-4)	M	M	M	M	M	M	M	M	M	M		M			M	M	M	M	M
4	PED 361	CPAST (Observation)		M	M		M	M	M	M	M	M			M			M	M	M	M
5	PED 361	Presentation of Action Research	M	M	M	M	M	M	M	M	M	M	M	M		M	M	M	M	M	M

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# Key Program Assessment #1

Course:

Name of Assignment:

Instructions in Brightspace

*Students will take the Oklahoma Subject Area Test (OSAT) through the Certifications Examinations for Oklahoma Educators (CEOE). All tests will be assessed by the CEOE.*

Instructions for Scoring

*All assessments will be scored externally by the CEOE.*

ORU Outcome	Program Outcome	Criterion Description/Name	Exemplary	Competent	Acceptable	NP	% Gradebook Weighting
3 and 4	COE 4, 5	Subject Area Test (Each Childhood, English Language Learners, Special Education, Elementary Education, English, Social Studies, Math and Science)	Score between 280-300	Score between 260-279	Score between 240-259	Score below 240	N/A

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Key Program Assessment #2

Course: **RED 361**

Name of Assignment: **PPAT (Task 1)**

12/14/2022

Instructions in Brightspace: *For instructions on completing the PPAT, please refer to the PPAT Handbook.*

Instructions for Scoring: *PPAT Task 1 will be scored by ORU COE UG faculty. The faculty will use the rubric provided and evaluate the students as to how they met each indicator within Task 1 criteria. Tasks 2-4 are proprietary and scored by the Educational Testing Service (ETS).*

ORU Outcome	Program Outcome	Criterion Description/Name	Score of 4	Score of 3	Score of 2	Score of 1	% Gradebook Weighting
4	COE 2	Task 1 Step 1 Rubric					N/A
4	COE 2	Task 1 Step 1	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• a detailed identification of an instructional strategy and a learning activity that are connected to the chosen community factor and could be used to further student learning with a tightly connected rationale</li> <li>• a thorough identification and description of an instructional strategy and a learning activity that are connected to the chosen school/district factor and could be used to further student learning with a tightly connected rationale</li> <li>• an extensive description of how two resources would be used in the classroom to support student learning</li> <li>• an in-depth explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning                             <ul style="list-style-type: none"> <li>• a detailed explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment</li> <li>• a thorough explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment</li> </ul> </li> <li>• an insightful explanation of how a classroom norm, protocol, or agreement that could be created by the students and the teacher candidate would facilitate instruction, enhance student learning, and/or impact the learning environment</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• an effective identification of an instructional strategy and a learning activity that are connected to the chosen community factor and could be used to further student learning with an appropriate rationale</li> <li>• an effective identification and description of an instructional strategy and a learning activity that are connected to the chosen school/district factor and could be used to further student learning with a connected rationale</li> <li>• an accurate description of how two resources would be used in the classroom to support student learning</li> <li>• an informed explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning</li> <li>• a logical explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment</li> <li>• a clear explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment</li> <li>• an informed explanation of how a classroom norm, protocol, or agreement that could be created by the students and the teacher candidate would facilitate instruction, enhance student learning, and/or impact the learning environment</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• an incomplete identification of an instructional strategy and a learning activity that are connected to the chosen community factor and could be used to further student learning with a loosely connected rationale</li> <li>• a partial identification and description of an instructional strategy and a learning activity that are connected to the chosen school/district factor and could be used to further student learning with a loosely connected rationale</li> <li>• a limited description of how two resources would be used in the classroom to support student learning</li> <li>• a global explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning</li> <li>• a limited explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment</li> <li>• an incomplete explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment</li> <li>• a partial explanation of how a classroom norm, protocol, or agreement that could be created by the students and the teacher candidate would facilitate instruction, enhance student learning, and/or impact the learning environment</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• an ineffective identification of an instructional strategy and a learning activity that are connected to the chosen community factor and could be used to further student learning with a disconnected rationale</li> <li>• an irrelevant identification and description of an instructional strategy and a learning activity that are connected to the chosen school/district factor and could be used to further student learning with a disconnected rationale</li> <li>• an inaccurate description of how two resources would be used in the classroom to support student learning</li> <li>• an uninformed explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning</li> <li>• an ineffective explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment</li> <li>• an unclear explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment</li> <li>• an uninformed explanation of how a classroom norm, protocol, or agreement that could be created by the students and the candidate teacher would facilitate instruction, enhance student learning, and/or impact the learning environment</li> </ul>	N/A
4	COE 2	Task 1 Step 2 Rubric					N/A
4	COE 2	Task 1 Step 2	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• an extensive analysis of how the compilation of information from the results of a Getting to Know Your Students activity would influence a whole-class instructional decision with a detailed rationale provided for the decision</li> <li>• an in-depth analysis of how one student's completed Getting to Know Your Students activity would influence an instructional decision made for the student with a detailed rationale provided for the decision                             <ul style="list-style-type: none"> <li>• a significant explanation of how each of the two Focus Students' cultural and linguistic assets, lived experiences and academic strengths, and learning needs contribute to the learning environment of the classroom</li> </ul> </li> <li>• a thorough explanation of how an identified instructional strategy and learning activity created with each Focus Student reflects the teacher candidate's understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs                             <ul style="list-style-type: none"> <li>• an extensive explanation of how the method of communication conveys the importance of cultivating positive relationships with students and their families using tightly connected examples from the communication for support</li> </ul> </li> <li>• an insightful explanation of how the method of communication fosters interaction among the teacher candidate, the students, and their families using tightly connected examples for support</li> <li>• a significant analysis of how an instructional decision in the classroom connects to the overall response received from the communication using tightly connected examples from the responses for support of the analysis</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• an informed analysis of how the compilation of information from the results of a Getting to Know Your Students activity would influence a whole-class instructional decision with an aligned rationale provided for the decision</li> <li>• an informed analysis of how one student's completed Getting to Know Your Students activity would influence an instructional decision made for the student with an aligned rationale provided for the decision</li> <li>• an accurate explanation of how each of the two Focus Students' cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the learning environment of the classroom                             <ul style="list-style-type: none"> <li>• an effective explanation of how an identified instructional strategy and learning activity created with each Focus Student reflects the teacher candidate's understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs</li> </ul> </li> <li>• a clear explanation of how the method of communication conveys the importance of cultivating positive relationships with students and their families using connected examples from the communication for support</li> <li>• an effective explanation of how the method of communication fosters interaction among the teacher candidate, the students, and their families using connected examples for support                             <ul style="list-style-type: none"> <li>• a logical analysis of how an instructional decision in the classroom connects to the overall response received from the communication using aligned examples from the responses for support of the analysis</li> </ul> </li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• a partial analysis of how the compilation of information from the results of a Getting to Know Your Students activity would influence a whole-class instructional decision with a limited rationale provided for the decision</li> <li>• a partial analysis of how one student's completed Getting to Know Your Students activity would influence an instructional decision made for the student with a limited rationale provided for the decision</li> <li>• a cursory explanation of how each of the two Focus Students' cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the learning environment of the classroom                             <ul style="list-style-type: none"> <li>• an incomplete explanation of how an identified instructional strategy and learning activity created with each Focus Student reflects the teacher candidate's understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs</li> </ul> </li> <li>• a cursory explanation of how the method of communication conveys the importance of cultivating positive relationships with students and their families using loosely connected examples from the communication for support</li> <li>• a global explanation of how the method of communication fosters interaction among the teacher candidate, the students, and their families using loosely connected examples for support                             <ul style="list-style-type: none"> <li>• an uneven analysis of how an instructional decision in the classroom connects to the overall response received from the communication using disconnected examples from the responses for support of the analysis</li> </ul> </li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• an ineffective analysis of how the compilation of information from the results of a Getting to Know Your Students activity would influence a whole-class instructional decision with a disconnected rationale provided for the decision</li> <li>• an inaccurate analysis of how one student's completed Getting to Know Your Students activity would influence an instructional decision made for the student with a disconnected rationale provided for the decision</li> <li>• an inaccurate explanation of how each of the two Focus Students' cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the learning environment of the classroom                             <ul style="list-style-type: none"> <li>• an ineffective explanation of how an identified instructional strategy and learning activity created with each Focus Student reflects the teacher candidate's understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs</li> </ul> </li> <li>• an unclear explanation of how the method of communication conveys the importance of cultivating positive relationships with students and their families using disconnected examples from the communication for support</li> <li>• an ineffective explanation of how the method of communication fosters interaction among the teacher candidate, the students, and their families using inappropriate examples for support</li> <li>• a minimal analysis of how an instructional decision in the classroom connects to the overall response received from the communication using irrelevant examples from the responses for support of the analysis</li> </ul>	N/A

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**Key Program Assessment #2**

Course: **RED 361** Name of Assignment: **PPAT (Tasks 2-4)** 12/14/2022

**Instructions in Brightspace:** For instructions on completing the PPAT, please refer to the PPAT Handbook.

**Instructions for Scoring:** PPAT Task 1 will be scored by ORU COE UG faculty. The faculty will use the rubric provided and evaluate the students as to how they met each indicator within Task 1 criteria. Tasks 2-4 are proprietary and scored by the Educational Testing Service (ETS).

ORU Outcome	Program Outcome	Criterion Description/Name	Score of 4	Score of 3	Score of 2	Score of 1	% Gradebook Weighting
1, 2, 3, 4, 5	COE 1, 2, 3, 5, 6, 7, 8, 9, 10, 12	Task 2 Step 1					N/A
1, 2, 3, 4, 5	COE 1, 2, 3, 5, 6, 7, 8, 9, 10, 12	Task 2 Step 1	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>a tightly connected assessment, with in-depth description, based on its alignment with standards, learning goal(s), and student needs</li> <li>significant data used as a baseline for student growth and related to the learning goal(s) of the lesson</li> <li>a selection of a rubric/scoring guide that is tightly connected to the learning goal(s), and insightful communication of its use to students</li> <li>a significant choice of and rationale for a data-collection method to show evidence of student learning</li> <li>an insightful selection of and rationale for the learning activities and student groupings used during the assessment</li> <li>an in-depth selection of and rationale for materials, resources, and technology used during the assessment                             <ul style="list-style-type: none"> <li>an extensive identification and discussion of and rationale for selecting the two Focus Students who reflect different learning needs for whom the assessment would be modified</li> </ul> </li> <li>a significant choice of data to be used to establish a baseline for growth for each of the two Focus Students                             <ul style="list-style-type: none"> <li>an insightful choice of and rationale for modifications of the assessment for each of the two Focus Students based on their specific learning needs</li> </ul> </li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>an appropriate assessment, with detailed description, based on its alignment with standards, learning goal(s), and student needs                             <ul style="list-style-type: none"> <li>appropriate data used as a baseline for student growth and related to the learning goal(s) of the lesson</li> <li>a selection of a rubric/scoring guide that is aligned to the learning goal(s), and appropriate communication of its use to students</li> </ul> </li> <li>an effective choice of and rationale for a data-collection method to show evidence of student learning                             <ul style="list-style-type: none"> <li>an appropriate selection of and rationale for the learning activities and student groupings used during the assessment</li> </ul> </li> <li>a logical selection of and rationale for materials, resources, and technology used during the assessment                             <ul style="list-style-type: none"> <li>an appropriate identification and description of and rationale for selecting the two Focus Students who reflect different learning needs for whom the assessment would be modified</li> </ul> </li> <li>an informed choice of data to be used to establish a baseline for growth for each of the two Focus Students                             <ul style="list-style-type: none"> <li>a logical choice of and rationale for modifications of the assessment for each of the two Focus Students based on their specific learning needs</li> </ul> </li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>a loosely connected assessment, with partial description, based on its alignment with standards, learning goal(s), and student needs                             <ul style="list-style-type: none"> <li>sketchy data used as a baseline for student growth and related to the learning goal(s) of the lesson</li> </ul> </li> <li>a selection of a rubric/scoring guide that is loosely connected to the learning goal(s), and inconsistent communication of its use to students                             <ul style="list-style-type: none"> <li>a vague choice of and rationale for a data-collection method to show evidence of student learning</li> </ul> </li> <li>an uneven selection of and rationale for the learning activities and student groupings used during the assessment                             <ul style="list-style-type: none"> <li>an incomplete selection of and rationale for materials, resources, and technology used during the assessment                                     <ul style="list-style-type: none"> <li>a limited identification and discussion of and rationale for selecting the two Focus Students who reflect different learning needs for whom the assessment would be modified</li> </ul> </li> </ul> </li> <li>a cursory choice of data to be used to establish a baseline for growth for each of the two Focus Students                             <ul style="list-style-type: none"> <li>a vague choice of and rationale for modifications of the assessment for each of the two Focus Students based on their specific learning needs</li> </ul> </li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>a disconnected assessment, with minimal description, based on its alignment with standards, learning goal(s), and student needs</li> <li>irrelevant data used as a baseline for student growth and related to the learning goal(s) of the lesson                             <ul style="list-style-type: none"> <li>a selection of a rubric/scoring guide that is disconnected from the learning goal(s), and minimal communication of its use to students</li> <li>an illogical choice of and rationale for a data-collection method to show evidence of student learning</li> </ul> </li> <li>an irrelevant selection of and rationale for the learning activities and student groupings used during the assessment                             <ul style="list-style-type: none"> <li>an illogical selection of and rationale for materials, resources, and technology used during the assessment                                     <ul style="list-style-type: none"> <li>a misinformed identification and discussion of and rationale for selecting the two Focus Students who reflect different learning needs for whom the assessment would be modified</li> </ul> </li> </ul> </li> <li>an inappropriate choice of data to be used to establish a baseline for growth for each of the two Focus Students                             <ul style="list-style-type: none"> <li>a misinformed choice of and rationale for modifications of the assessment for each of the two Focus Students based on their specific learning needs</li> </ul> </li> </ul>	N/A
1, 2, 3, 4, 5	COE 1, 2, 3, 5, 6, 7, 8, 9, 10, 12	Task 2 Step 2					N/A
1, 2, 3, 4, 5	COE 1, 2, 3, 5, 6, 7, 8, 9, 10, 12	Task 2 Step 2	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>an extensive analysis of all of the data to determine students' progress toward the learning goal(s)                             <ul style="list-style-type: none"> <li>a thorough analysis of the efficiency of the data-collection process</li> </ul> </li> <li>significant engagement of students to analyze their own assessment results to help them understand their progress toward the learning goal(s)                             <ul style="list-style-type: none"> <li>a thorough analysis of all the data to learn about the progress of each of the two Focus Students toward achieving the learning goal(s)</li> </ul> </li> <li>an in-depth analysis, based on data, both baseline and graphic, of the impact of the modification of the assessment for each Focus Student to be able to demonstrate learning, with thorough evidence supporting the analysis                             <ul style="list-style-type: none"> <li>extensive engagement of each of the two Focus Students in analyzing his or her own assessment results to understand progress toward the learning goal(s), with significant evidence to support the analysis</li> </ul> </li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>an informed analysis of both forms of data to determine students' progress toward the learning goal(s)                             <ul style="list-style-type: none"> <li>an appropriate analysis of the efficiency of the data-collection process                                     <ul style="list-style-type: none"> <li>effective engagement of students to analyze their own assessment results to help them understand their progress toward the learning goal(s)</li> </ul> </li> </ul> </li> <li>an accurate analysis of all the data to learn about the progress of each of the two Focus Students toward achieving the learning goal(s)                             <ul style="list-style-type: none"> <li>an informed analysis, based on data, both baseline and graphic, of the impact of the modification of the assessment for each Focus Student to be able to demonstrate learning, with appropriate evidence supporting the analysis                                     <ul style="list-style-type: none"> <li>effective engagement of each of the two Focus Students in analyzing his or her own assessment results to understand progress toward the learning goal(s), with appropriate evidence to support the analysis</li> </ul> </li> </ul> </li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>a partial analysis of all of the data to determine students' progress toward the learning goal(s)                             <ul style="list-style-type: none"> <li>a partial analysis of the efficiency of the data-collection process                                     <ul style="list-style-type: none"> <li>limited engagement of students to analyze their own assessment results to help them understand their progress toward the learning goal(s)</li> </ul> </li> </ul> </li> <li>a partial analysis of all the data to learn about the progress of each of the two Focus Students toward achieving the learning goal(s)                             <ul style="list-style-type: none"> <li>an incomplete analysis, based on data, both baseline and graphic, of the impact of the modification of the assessment for each Focus Student to be able to demonstrate learning, with limited evidence supporting the analysis                                     <ul style="list-style-type: none"> <li>cursory engagement of each of the two Focus Students in analyzing his or her own assessment results to understand progress toward the learning goal(s), with inconsistent evidence to support the analysis</li> </ul> </li> </ul> </li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>a minimal analysis of all of the data to determine students' progress toward the learning goal(s)                             <ul style="list-style-type: none"> <li>an inappropriate analysis of the efficiency of the data-collection process                                     <ul style="list-style-type: none"> <li>minimal engagement of students to analyze their own assessment results to help them understand their progress toward the learning goal(s)</li> </ul> </li> </ul> </li> <li>little or no analysis of all the data to learn about the progress of each of the two Focus Students toward achieving the learning goal(s)                             <ul style="list-style-type: none"> <li>an ineffective analysis, based on data, both baseline and graphic, of the impact of the modification of the assessment for each Focus Student to be able to demonstrate learning, with minimal evidence supporting the analysis                                     <ul style="list-style-type: none"> <li>minimal engagement of each of the two Focus Students in analyzing his or her own assessment results to understand progress toward the learning goal(s), with inappropriate evidence to support the analysis</li> </ul> </li> </ul> </li> </ul>	N/A
1, 2, 3, 4, 5	COE 1, 2, 3, 5, 6, 7, 8, 9, 10, 12	Task 2 Step 3					N/A

ORU Outcome	Program Outcome	Criterion Description/Name	Score of 4	Score of 3	Score of 2	Score of 1	% Gradebook Weighting
1, 2, 3, 4, 5	COE 1, 2, 3, 5, 6, 7, 8, 9, 10, 12	Task 2 Step 3	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>an insightful explanation of how the data analysis will inform or guide future instruction for the whole class</li> <li>an insightful identification of modifications to be made to the data-collection process for future use, with a thorough rationale</li> <li>a significant choice of modifications to the assessment and rationale for this choice <ul style="list-style-type: none"> <li>a significant alternative assessment to allow students to further demonstrate their achievement of the learning goal(s)</li> </ul> </li> <li>a significant choice of and an in-depth rationale for one successful aspect of the assessment for either Focus Student</li> <li>a substantive use of data analysis to inform or guide the next steps of instruction for each of the two Focus Students <ul style="list-style-type: none"> <li>an insightful identification of modifications to be made to the assessment for future use for each of the two Focus Students, with a</li> </ul> </li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>an appropriate explanation of how the data analysis will inform or guide future instruction for the whole class</li> <li>an informed identification of modifications to be made to the data-collection process for future use, with an appropriate rationale</li> <li>an appropriate choice of modifications to the assessment and rationale for this choice <ul style="list-style-type: none"> <li>a logical alternative assessment to allow students to further demonstrate their achievement of the learning goal(s)</li> </ul> </li> <li>an informed choice of and rationale for one successful aspect of the assessment for either Focus Student</li> <li>an appropriate use of data analysis to inform or guide the next steps of instruction for each of the two Focus Students <ul style="list-style-type: none"> <li>a logical identification of modifications to be made to the</li> </ul> </li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>a cursory explanation of how the data analysis will inform or guide future instruction for the whole class</li> <li>a partial identification of modifications to be made to the data-collection process for future use, with a limited rationale</li> <li>a limited choice of modifications to the assessment and rationale for this choice <ul style="list-style-type: none"> <li>a partial alternative assessment to allow students to further demonstrate their achievement of the learning goal(s)</li> </ul> </li> <li>a limited choice of and rationale for one successful aspect of the assessment for either Focus Student</li> <li>a tangential use of data analysis to inform or guide the next steps of instruction for each of the two Focus Students <ul style="list-style-type: none"> <li>a vague identification of modifications to be made to the assessment for future use for each of the two Focus Students, with a</li> </ul> </li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>a minimal explanation of how the data analysis will inform or guide future instruction for the whole class</li> <li>an ineffective identification of modifications to be made to the data-collection process for future use, with a minimal rationale</li> <li>an inappropriate choice of modifications to the assessment and rationale for this choice <ul style="list-style-type: none"> <li>an illogical alternative assessment to allow students to further demonstrate their achievement of the learning goal(s)</li> </ul> </li> <li>a misinformed choice of and rationale for one successful aspect of the assessment for either Focus Student</li> <li>a minimal use of data analysis to inform or guide the next steps of instruction for each of the two Focus Students <ul style="list-style-type: none"> <li>a minimal identification of modifications to be made to the assessment for future use for each of the two Focus Students, with a</li> </ul> </li> </ul>	N/A
1, 3, 4,	COE 4, 5, 7, 8, 12	Task 3 Step 1					N/A
1, 3, 4,	COE 4, 5, 7, 8, 12	Task 3 Step 1	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>a significant identification and description of a learning theory/method that guides the planning process with a thorough explanation of its use</li> <li>an insightful identification of learning goal(s), content standards, state and/or national standards, and how they will guide the planned learning activities <ul style="list-style-type: none"> <li>thorough connections of the content focus of the lesson to the content students previously encountered</li> </ul> </li> <li>an in-depth identification of difficulties students may have with the content, with a thorough plan to address those difficulties</li> <li>significant instructional strategies to promote student engagement and enhance learning, with extensive rationales for the choice of each strategy <ul style="list-style-type: none"> <li>a consistent connection of the instructional strategies to the learning goal(s) to facilitate student learning</li> </ul> </li> <li>insightful reasons for the choice of groupings (individual, small group, and/or whole group) to facilitate student learning</li> <li>an extensive explanation of learning activities planned for the lesson</li> <li>a thorough connection between the learning activities and how they address student strengths and needs <ul style="list-style-type: none"> <li>an insightful connection between the classroom demographics and the design of the learning activities</li> </ul> </li> <li>a significant choice of materials and resources to support instruction, with an insightful rationale for each choice</li> <li>a significant choice of technology planned for use in the lesson, with a thorough connection to the enhancement of instruction and student learning</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>an appropriate identification and description of a learning theory/method that guides the planning process with a relevant explanation of its use</li> <li>an effective identification of learning goal(s), content standards, state and/or national standards, and how they will guide the planned learning activities</li> <li>informed connections of the content focus of the lesson to the content students previously encountered</li> <li>an appropriate identification of difficulties students may have with the content, with a relevant plan to address those difficulties <ul style="list-style-type: none"> <li>informed instructional strategies to promote student engagement and enhance learning, with appropriate rationales for the choice of each strategy</li> </ul> </li> <li>an effective connection of the instructional strategies to the learning goal(s) to facilitate student learning</li> <li>logical reasons for the choice of groupings (individual, small group, and/or whole group) to facilitate student learning</li> <li>an effective explanation of learning activities planned for the lesson <ul style="list-style-type: none"> <li>an appropriate connection between the learning activities and how they address student strengths and needs</li> </ul> </li> <li>an appropriate connection between the classroom demographics and the design of the learning activities</li> <li>a logical choice of materials and resources to support instruction and student learning, with an appropriate rationale for each choice <ul style="list-style-type: none"> <li>an effective choice of technology planned for use in the lesson</li> </ul> </li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>a cursory identification and description of a learning theory/method that guides the planning process with a limited explanation of its use</li> <li>a partial identification of learning goal(s), content standards, state and/or national standards, and how they will guide the planned learning activities</li> <li>uneven connections of the content focus of the lesson to the content students previously encountered</li> <li>a cursory identification of difficulties students may have with the content, with a partial plan to address those difficulties</li> <li>partial instructional strategies to promote student engagement and enhance learning, with loosely connected rationales for the choice of each strategy <ul style="list-style-type: none"> <li>a vague connection of the instructional strategies to the learning goal(s) to facilitate student learning</li> </ul> </li> <li>inconsistent reasons for the choice of groupings (individual, small group, and/or whole group) to facilitate student learning</li> <li>a limited explanation of learning activities planned for the lesson</li> <li>a limited connection between the learning activities and how they address student strengths and needs <ul style="list-style-type: none"> <li>a partial connection between the classroom demographics and the design of the learning activities</li> </ul> </li> <li>a limited choice of materials and resources to support instruction, with a vague rationale for each choice</li> <li>a cursory choice of technology planned for use in the lesson, with a limited connection to the enhancement of instruction and student learning</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>a misinformed identification and description of a learning theory/method that guides the planning process with minimal explanation of its use</li> <li>minimal identification of learning goal(s), content standards, state and/or national standards, and how they will guide the planned learning activities</li> <li>minimal connections of the content focus of the lesson to the content students previously encountered</li> <li>an irrelevant identification of difficulties students may have with the content, with an inappropriate plan to address those difficulties</li> <li>little or no instructional strategies to promote student engagement and enhance learning, with disconnected rationales for the choice of each strategy <ul style="list-style-type: none"> <li>little or no connection of the instructional strategies to the learning goal(s) to facilitate student learning</li> </ul> </li> <li>minimal reasons for the choice of groupings (individual, small group, and/or whole group) to facilitate student learning</li> <li>a minimal connection between the learning activities and how they address student strengths and needs <ul style="list-style-type: none"> <li>an ineffective connection between the classroom demographics and the design of the learning activities</li> </ul> </li> <li>an illogical choice of materials and resources to support instruction, with an ineffective rationale for each choice</li> <li>an ineffective choice of technology planned for use in the lesson, with little or no connection to the enhancement of instruction or student learning</li> </ul>	N/A
1, 3, 4,	COE 4, 5, 7, 8, 12	Task 3 Step 2					N/A
1, 3, 4,	COE 4, 5, 7, 8, 12	Task 3 Step 2	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>a detailed identification of each Focus Student's learning strengths and challenges related to the learning goal(s) of the lesson</li> <li>a significant differentiation of and rationale for choosing specific parts of the lesson to help each Focus Student meet the learning goal(s) of the lesson <ul style="list-style-type: none"> <li>an in-depth plan to collect evidence to show the progress of each Focus Student toward the learning goal(s)</li> </ul> </li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>an accurate identification of each Focus Student's learning strengths and challenges related to the learning goal(s) of the lesson</li> <li>an appropriate differentiation of and rationale for choosing specific parts of the lesson to help each Focus Student meet the learning goal(s) of the lesson</li> <li>a logical plan to collect evidence to show the progress of each Focus Student toward the learning goal(s)</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>a cursory identification of each Focus Student's learning strengths and challenges related to the learning goal(s) of the lesson</li> <li>a limited differentiation of and rationale for choosing specific parts of the lesson to help each Focus Student meet the learning goal(s) of the lesson</li> <li>a partial plan to collect evidence to show the progress of each Focus Student toward the learning goal(s)</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>little or no identification of each Focus Student's learning strengths and challenges related to the learning goal(s) of the lesson</li> <li>an ineffective differentiation of and rationale for choosing specific parts of the lesson to help each Focus Student meet the learning goal(s) of the lesson</li> <li>a minimal plan to collect evidence to show the progress of each Focus Student toward the learning goal(s)</li> </ul>	N/A
1, 3, 4,	COE 4, 5, 7, 8, 12	Task 3 Step 3					N/A
1, 3, 4,	COE 4, 5, 7, 8, 12	Task 3 Step 3	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>a significant analysis of how the lesson, including instructional strategies, learning activities, materials, resources, and technology, facilitated student learning, with tightly connected evidence supporting the analysis</li> <li>an in-depth analysis of how the students demonstrated their understanding of the presented content, with insightful examples from the lesson and from student work supporting the analysis</li> <li>significant adjustments implemented while teaching the lesson to support student engagement and learning, with detailed examples to support the choices <ul style="list-style-type: none"> <li>extensive steps taken to foster teacher-to-student and student-to-student interactions to impact student engagement and learning</li> </ul> </li> <li>significant feedback provided while teaching the lesson to facilitate student learning, with supporting examples that are tightly connected</li> <li>a consistent analysis of the extent to which each of the two Focus Students achieved the learning goal(s) of the lesson, with significant examples for support <ul style="list-style-type: none"> <li>an ineffective analysis of the impact of the differentiation of specific</li> </ul> </li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>an informed analysis of how the lesson, including instructional strategies, learning activities, materials, resources, and technology, facilitated student learning, with relevant evidence supporting the analysis</li> <li>a complete analysis of how the students demonstrated their understanding of the presented content, with appropriate examples from the lesson and from student work supporting the analysis</li> <li>relevant adjustments implemented while teaching the lesson to support student engagement and learning, with appropriate examples to support the choices</li> <li>informed steps taken to foster teacher-to-student and student-to-student interactions to impact student engagement and learning</li> <li>appropriate feedback provided while teaching the lesson to facilitate and impact student learning, with supporting examples that are connected</li> <li>an informed analysis of the extent to which each of the two Focus Students achieved the learning goal(s) of the lesson, with</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>a partial analysis of how the lesson, including instructional strategies, learning activities, materials, resources, and technology, facilitated student learning, with incomplete evidence supporting the analysis</li> <li>an inconsistent analysis of how the students demonstrated their understanding of the presented content, with examples from the lesson and from student work that are loosely connected to the analysis</li> <li>uneven adjustments implemented while teaching the lesson to support student engagement and learning, with confusing examples to support the choices</li> <li>cursory steps taken to foster teacher-to-student and student-to-student interactions to impact student engagement and learning</li> <li>partial feedback provided while teaching the lesson to facilitate student learning, with supporting examples that are loosely connected</li> <li>an uneven analysis of the extent to which each of the two Focus Students achieved the learning goal(s) of the lesson, with partial</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>an ineffective analysis of how the lesson, including instructional strategies, learning activities, materials, resources, and technology, facilitated student learning, with little or no evidence supporting the analysis</li> <li>a misinformed analysis of how the students demonstrated their understanding of the presented content, with examples from the lesson and from student work providing ineffective support to the analysis</li> <li>illogical adjustments implemented while teaching the lesson to support student engagement and learning, with trivial examples to support the choices</li> <li>irrelevant steps taken to foster teacher-to-student and student-to-student interactions to impact student engagement and learning</li> <li>incomplete feedback provided while teaching the lesson to facilitate student learning, with examples that provide ineffective support</li> <li>a minimal analysis of the extent to which each of the two Focus Students achieved the learning goal(s) of the lesson, with inappropriate examples for support</li> </ul>	N/A
1, 3, 4,	COE 4, 5, 7, 8, 12	Task 3 Step 4					N/A

ORU Outcome	Program Outcome	Criterion Description/Name	Score of 4	Score of 3	Score of 2	Score of 1	% Gradebook Weighting
1, 3, 4,	COE 4, 5, 7, 8, 12	Task 3 Step 4	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>an extensive use of specific instructional strategies, learning activities, materials, resources, and technology to help students who did not achieve the learning goal(s), with examples that provide thorough support</li> <li>an inappropriate use of the analysis of the lesson and evidence of student learning to guide planning of future lessons for the whole class, with examples that provide little or no support</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>an appropriate use of specific instructional strategies, learning activities, materials, resources, and technology to help students who did not achieve the learning goal(s), with examples that provide effective support</li> <li>a limited use of the analysis of the lesson and evidence of student learning to guide planning of future lessons for the whole class, with examples that provide limited support</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>a partial use of instructional strategies, learning activities, materials, resources, and technology to help students who did not achieve the learning goal(s), with examples that provide limited support</li> <li>an informed use of the analysis of the lesson and evidence of student learning to guide planning of future lessons for the whole class, with examples that provide effective support</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>an ineffective use of instructional strategies, learning activities, materials, resources, and technology to help students who did not achieve the learning goal(s), with examples that provide little or no support</li> <li>an insightful use of the analysis of the lesson and evidence of student learning to guide planning of future lessons for the whole class, with examples that provide thorough support</li> </ul>	N/A
1, 3, 5,	COE 4, 5, 7, 8, 12	Task 4 Step 1					N/A
1, 3, 5	COE 4, 5, 7, 8, 12	Task 4 Step 1	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>identification of substantive learning goal(s) and state and/or national standards, with a thorough explanation of their appropriateness for the lesson and student learning needs <ul style="list-style-type: none"> <li>an extensive use of whole-class data to establish a baseline to measure student growth</li> <li>an in-depth use of students' prior knowledge and background information to influence the planning process</li> </ul> </li> <li>a substantive plan to use appropriate academic content language to promote student learning, with a thorough rationale</li> <li>a substantive plan to engage students in critical thinking to promote student learning, with a thorough rationale</li> <li>a substantive plan to use questioning skills to promote student learning, with a thorough rationale</li> <li>a substantive plan to integrate literacy into the content to be taught, with a thorough rationale</li> <li>a significant learning activity or activities that is (are) the main focus of the lesson plan, with a thorough explanation of how the design of the activity or activities anticipates and addresses student learning needs</li> <li>an in-depth plan for monitoring student learning while teaching the lesson</li> <li>an insightful plan for the submission of student work samples that are integrated into and/or resulting from the lesson, with a thorough rationale for the choice of work</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>identification of appropriate learning goal(s) and state and/or national standards, with an informed explanation of their appropriateness for the lesson and student learning needs</li> <li>an effective use of whole-class data to establish a baseline to measure student growth</li> <li>an appropriate use of students' prior knowledge and background information to influence the planning process</li> <li>a complete plan to use appropriate academic content language to advance the understanding of the concept being taught, with a connected rationale <ul style="list-style-type: none"> <li>an informed plan to engage students in critical thinking to promote student learning, with a connected rationale</li> </ul> </li> <li>a logical plan to use questioning skills to promote student learning, with a connected rationale</li> <li>an effective plan to integrate literacy into the content to be taught to promote student learning, with a connected rationale</li> <li>an aligned learning activity or activities that is (are) the main focus of the lesson plan, with a relevant explanation of how the design of the activity or activities anticipates and addresses student learning needs</li> <li>an effective plan for monitoring student learning while teaching the lesson</li> <li>an appropriate plan for the submission of student work samples that are integrated into and/or resulting from the lesson, with an effective rationale for the choice of work</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>identification of loosely connected learning goal(s) and state and/or national standards, with a partial explanation of their appropriateness for the lesson and student learning needs</li> <li>an incomplete use of whole-class data to establish a baseline to measure student growth</li> <li>a limited use of students' prior knowledge and background information to influence the planning process</li> <li>an inconsistent plan to use appropriate academic content language to promote student learning, with a partial rationale</li> <li>an inconsistent plan to engage students in critical thinking to promote student learning, with a partial rationale</li> <li>an inconsistent plan to use questioning skills to promote student learning, with a partial rationale</li> <li>an inconsistent plan to integrate literacy into the content to be taught, with a partial rationale</li> <li>an incomplete learning activity or activities that is (are) the main focus of the lesson plan, with a partial explanation of how the design of the activity or activities anticipates and addresses student learning needs</li> <li>a confusing plan for monitoring student learning while teaching the lesson</li> <li>a limited plan for the submission of student work samples that are integrated into and/or resulting from the lesson, with a partial rationale for the choice of work</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>identification of irrelevant learning goal(s) and state and/or national standards, with minimal explanation of their appropriateness for the lesson and student learning needs</li> <li>an ineffective use of whole-class data to establish a baseline to measure student growth</li> <li>an inappropriate use of students' prior knowledge and background information to influence the planning process</li> <li>an ineffective plan to use appropriate academic content language to promote student learning, with a minimal rationale</li> <li>an inappropriate plan to engage students in critical thinking to promote student learning, with a minimal rationale</li> <li>an ineffective plan to use questioning skills to promote student learning, with a minimal rationale</li> <li>an ineffective plan to integrate literacy into the content to be taught, with a minimal rationale</li> <li>an ineffective learning activity or activities that is (are) the main focus of the lesson plan, with an inappropriate explanation of how the design of the activity or activities anticipates and addresses student learning needs</li> <li>an inappropriate plan for monitoring student learning while teaching the lesson</li> <li>an ineffective plan for the submission of student work samples that are integrated into and/or resulting from the lesson, with a minimal rationale for the choice of work</li> </ul>	N/A
1, 3, 5,	COE 4, 5, 7, 8, 12	Task 4 Step 2					N/A
1, 3, 5,	COE 4, 5, 7, 8, 12	Task 4 Step 2	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>an extensive use of academic content language to advance the understanding of the concept being taught, with in-depth examples from the video for support</li> <li>a significant engagement of students in critical thinking to promote student learning, with thorough examples from the video for support</li> <li>an insightful use of questioning skills to promote student learning, with extensive examples from the video for support</li> <li>a significant integration of literacy into the content being taught to promote student learning, with thorough examples from any part of the lesson for support</li> <li>a consistent monitoring of student learning to guide instructional decision-making while teaching the lesson, with extensive examples from the video for support</li> <li>an insightful use of individual and whole-class feedback provided during the lesson to advance student learning, with thorough examples from the video for support</li> <li>significant verbal and nonverbal communication techniques used while teaching the lesson to foster student learning, with thorough examples from the lesson for support</li> <li>an in-depth identification of classroom management strategies used while teaching the lesson, with significant examples from the video for support</li> <li>an insightful use of classroom management strategies to engage students and promote a positive learning environment, with thorough examples from the video for support</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>an accurate use of academic content language to advance the understanding of the concept being taught, with appropriate examples from the video for support</li> <li>an effective engagement of students in critical thinking to promote student learning, with appropriate examples from the video for support</li> <li>an appropriate use of questioning skills to promote student learning, with appropriate examples from the video for support</li> <li>an informed integration of literacy into the content being taught to promote student learning, with appropriate examples from any part of the lesson for support</li> <li>an effective monitoring of student learning to guide instructional decision-making while teaching the lesson, with appropriate examples from the video for support</li> <li>an effective use of individual and whole-class feedback provided while teaching the lesson to advance student learning, with connected examples from the video for support</li> <li>logical verbal and nonverbal communication techniques used while teaching the lesson to foster student learning, with appropriate examples from the lesson for support</li> <li>a complete identification of classroom management strategies used while teaching the lesson, with appropriate examples from the video for support</li> <li>an effective use of classroom management strategies to engage students and promote a positive learning environment, with relevant examples from the video for support</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>a limited use of academic content to advance the understanding of the concept being taught, with incomplete examples from the video for support</li> <li>a limited engagement of students in critical thinking to promote student learning, with partial examples from the video for support</li> <li>a limited use of questioning skills to promote student learning, with partial examples from the video for support</li> <li>a cursory integration of literacy into the content being taught to promote student learning, with partial examples from any part of the lesson for support</li> <li>an incomplete monitoring of student learning to guide instructional decision-making while teaching the lesson, with limited examples from the video for support</li> <li>a limited use of individual and whole-class feedback provided while teaching the lesson to advance student learning, with inconsistent examples from the video for support</li> <li>partial verbal and nonverbal communication techniques used during the lesson to foster student learning, with cursory examples from the lesson for support</li> <li>a limited identification of classroom management strategies used while teaching the lesson, with partial examples from the video for support</li> <li>a limited use of classroom management strategies to engage students and promote a positive learning environment, with partial examples from the video for support</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>an inaccurate use of academic content language to advance the understanding of the concept being taught, with inappropriate examples from the video for support</li> <li>an ineffective engagement of students in critical thinking to promote student learning, with little or no examples from the video for support</li> <li>an inappropriate use of questioning skills to promote student learning, with little or no examples from the video for support</li> <li>an ineffective integration of literacy into the content being taught to promote student learning, with little or no examples from any part of the lesson for support</li> <li>an inappropriate monitoring of student learning to guide instructional decision-making while teaching the lesson, with little or no examples from the video for support</li> <li>an ineffective use of individual and whole-class feedback provided while teaching the lesson to advance student learning, with little or no examples from the video for support</li> <li>ineffective verbal and nonverbal communication techniques used during the lesson to foster student learning, with little or no examples from the lesson for support</li> <li>an inaccurate identification of classroom management strategies used while teaching the lesson, with little or no examples from the video for support</li> <li>an ineffective use of classroom management strategies to engage students and promote a positive learning environment, with minimal examples from the video for support</li> </ul>	N/A
1, 3, 5,	COE 4, 5, 7, 8, 12	Task 4 Step 3					N/A
1, 3, 5,	COE 4, 5, 7, 8, 12	Task 4 Step 3	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>an extensive explanation of how each Focus Student reflects different learning strengths and challenges</li> <li>a significant use of data to establish a baseline to measure the learning growth of each Focus Student</li> <li>an in-depth explanation of collected evidence that shows the learning progress of each Focus Student</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>an effective explanation of how each Focus Student reflects different learning strengths and challenges</li> <li>an informed use of data to establish a baseline to measure the learning growth of each Focus Student</li> <li>an informed explanation of collected evidence that shows the learning progress of each Focus Student</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>a confusing explanation of how each Focus Student reflects different learning strengths and challenges</li> <li>a cursory use of data to establish a baseline to measure the learning growth of each Focus Student</li> <li>a partial explanation of collected evidence that shows the learning progress of each Focus Student</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>an ineffective explanation of how each Focus Student reflects different strengths and challenges</li> <li>a misinformed use of data to establish a baseline to measure the learning growth of each Focus Student</li> <li>a minimal explanation of collected evidence that shows the learning progress of each Focus Student</li> </ul>	N/A
1, 3, 5,	COE 4, 5, 7, 8, 12	Task 4 Step 4					N/A

ORU Outcome	Program Outcome	Criterion Description/Name	Score of 4	Score of 3	Score of 2	Score of 1	% Gradebook Weighting
1, 3, 5,	COE 4, 5, 7, 8, 12	Task 4 Step 4	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>•an in-depth analysis of the extent to which the students reached the learning goal(s), with extensive examples from the lesson plan and/or video for support <ul style="list-style-type: none"> <li>•a significant reflection on instructional strategies, interactions with students, and classroom-management strategies to determine what went well and what areas are in need of revision, with thorough examples from the video for support</li> </ul> </li> <li>•insightful choices of revisions to make in the lesson plan for future use and appropriate reasons for making the revisions, with extensive examples from the lesson plan, student work, and/or the video to support the choices <ul style="list-style-type: none"> <li>•a thorough use of the baseline data and student work samples to reflect on the extent to which each of the two Focus Students achieved the learning goal(s) of the lesson</li> </ul> </li> <li>•a significant analysis of the baseline data and student work samples to guide planning of future lessons for each of the two Focus Students</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>•an informed analysis of the extent to which the students reached the learning goal(s), with appropriate examples from the lesson plan and/or video for support <ul style="list-style-type: none"> <li>•an effective reflection on instructional strategies, interactions with students, and classroom-management strategies to determine what went well and what areas are in need of revision, with relevant examples from the video for support</li> </ul> </li> <li>•effective choices of revisions to make in the lesson plan for future use and appropriate reasons for making the revisions, with relevant examples from the lesson plan, student work, and/or the video to support the choices</li> <li>•an effective use of the baseline data and student work samples to reflect on the extent to which each of the two Focus Students achieved the learning goal(s) of the lesson</li> <li>•an effective analysis of the baseline data and student work samples to guide planning of future lessons for each of the two Focus Students</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>•a cursory analysis of the extent to which the students reached the learning goal(s), with limited examples from the lesson plan and/or video for support <ul style="list-style-type: none"> <li>•a partial reflection on instructional strategies, interactions with students, and classroom-management strategies to determine what went well and what areas are in need of revision, with limited examples from the video for support</li> </ul> </li> <li>•inconsistent choices of revisions to make in the lesson plan for future use and inappropriate reasons for making the revisions, with partial examples from the lesson plan, student work, and/or the video to support the choices</li> <li>•a partial use of the baseline data and student work samples to reflect on the extent to which each of the two Focus Students achieved the learning goal(s) of the lesson</li> <li>•a partial analysis of the baseline data and student work samples to guide planning of future lessons for each of the two Focus Students</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>•a minimal analysis of the extent to which the students reached the learning goal(s), with ineffective examples from the lesson plan and/or video for support <ul style="list-style-type: none"> <li>•little or no reflection on instructional strategies, interactions with students, and classroom-management strategies to determine what went well and what areas are in need of revision, with minimal examples from the video for support</li> </ul> </li> <li>•illogical choices of revisions to make in the lesson plan for future use and inappropriate reasons for making the revisions, with minimal examples from the lesson plan, student work, and/or the video to support the choices</li> <li>•an ineffective use of the baseline data and student work samples to reflect on the extent to which each of the two Focus Students achieved the learning goal(s) of the lesson</li> <li>•an ineffective analysis of the baseline data and student work samples to guide planning of future lessons for each of the two Focus Students</li> </ul>	N/A

# Elementary Education (B.Ed.)

# Key Program Assessment #3

Course:

Name of Assignment:

Instructions in Brightspace

For instructions on completing the CPAST, please refer to the CPAST Handbook.

Instructions for Scoring

Directions- The form will be used twice during the course of the term and will be provided by the Program Coordinator to the University Supervisor, Cooperating Teacher, and Student Teacher. Each member of the team (Cooperating Teacher, University Supervisor, and Student Teacher) 1. Completes the evaluation at the mid-term of the placement and in the final week of the placement 2. Brings the completed form to the mid-term and final 3-way conference. At the Mid-term 3-way conference 1. Goals are set for the remainder of the student teaching experience 2. The University Supervisor records the consensus ratings and enters into the University data system by the end of week 7. At the Final 3-way conference, 1. Suggestions and comments are made to assist in the transition to teaching role 2. The University supervisor records the consensus ratings and enters into the University data system by the end of the placement. Additional information about and support for using the form can be found in the VARI-EPP Student Teaching Form Training Modules, the "Glossary" and the "Look Fors" document.

ORU Outcome	Program Outcome	Criterion Description/Name	Exceeds Expectations	Meets Expectations	Emerging	Do Not Meet Expectations	% Gradebook Weighting
3	COE 7	Focus for Learning: Standards and Objectives /Targets	Plans align to appropriate Ohio Learning <b>Standards</b> AND <b>Goals</b> are measureable AND Standards, <b>objectives/targets</b> , and learning tasks are consistently aligned with each other AND Articulates <b>objectives/targets</b> that are appropriate for learners and attend to appropriate developmental progressions relative to age and content-area	Plans align to appropriate Ohio Learning <b>Standards</b> AND <b>Goals</b> are measureable AND Standards, <b>objectives/targets</b> , and learning tasks are consistently aligned with each other AND Articulates <b>objectives/targets</b> that are appropriate for learners	Plans align to appropriate Ohio Learning <b>Standards</b> AND/OR <i>Some goals</i> are measureable AND/OR Standards, <b>objectives/targets</b> , and learning tasks, are <i>loosely or are not consistently</i> aligned with each other AND/OR Articulates some <b>objectives/targets</b> that are appropriate for learners	Plans do not align to the appropriate Ohio Learning <b>Standards</b> AND/OR <b>Goals</b> are absent or not measureable AND/OR Standards, <b>objectives/targets</b> , and learning tasks are <i>not aligned</i> with each other AND/OR <i>Does not</i> articulate <b>objectives/targets</b> that are appropriate for learners	N/A

ORU Outcome	Program Outcome	Criterion Description/Name	Exceeds Expectations	Meets Expectations	Emerging	Do Not Meet Expectations	% Gradebook Weighting
3	COE 7	Materials and Resources	Uses a variety of <b>materials and resources</b> that 1. Align with all objectives/targets 2. Make content relevant to learners 3. <i>Encourage Individualization of learning</i>	Uses a <i>variety of materials and resources</i> that 1. Align with <i>all</i> objectives/targets 2. <i>Make content relevant to all learners</i>	<i>Uses materials and resources</i> that <i>align</i> with <i>some</i> of the objectives/targets	<b>Materials and resources do not align</b> with objectives/targets	N/A
3	COE 6	Assessment of P-12 Learning	Plans a variety of <b>assessments</b> that 1. Provide opportunities for learners of <i>varying abilities</i> to illustrate competence (whole class) 2. Align with the Ohio Learning Standards 3. Are culturally relevant and draw from learners' funds of knowledge 4. <i>Promote learner growth</i>	Plans a variety of <b>assessments</b> that 1. Provide opportunities for learners to illustrate competence (whole class) 2. Align with the Ohio Learning Standards 3. <i>Are culturally relevant and draw from learners' funds of knowledge</i>	<b>Planned assessments</b> 1. <i>Provide opportunities for some learners to illustrate competence (whole class)</i> 2. <i>Align</i> with the Ohio Learning Standards	<b>Planned assessments</b> 1. <i>Are not included</i> OR 2. <i>Do not align</i> with the Ohio Learning Standards.	N/A
4	COE 2	Differentiated Methods	Lessons make meaningful and culturally relevant connections to 1. Learners' prior knowledge 2. Previous lesson 3. Future learning 4. Other disciplines and real-world experiences <b>AND Differentiation of instruction</b> supports learner development <b>AND</b> Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners	Lessons make clear and coherent connections to 1. Learners prior knowledge 2. Previous lessons 3. Future learning <b>AND Differentiation of instruction</b> supports learner development <b>AND</b> Organizes instruction to ensure content is comprehensible and relevant for learners	Lessons make an attempt to build on, but are not completely successful at connecting to 1. Learners prior knowledge, 2. Previous lessons, OR future learning <b>AND Differentiation of instruction</b> is minimal <b>AND Organizes instruction to ensure content is comprehensible for learners</b>	Lessons do not build on or connect to learners' prior knowledge <b>AND/OR</b> Explanations given are illogical or inaccurate as to how the content connects to previous and future learning <b>AND/OR Differentiation of instruction</b> is absent.	N/A

ORU Outcome	Program Outcome	Criterion Description/Name	Exceeds Expectations	Meets Expectations	Emerging	Do Not Meet Expectations	% Gradebook Weighting
3	COE 7	Learning Target and Directions	Articulates accurate and coherent <b>learning targets</b> AND Articulates accurate <b>directions/explanations throughout the lesson</b> AND Sequences learning experiences appropriately	Articulates an accurate <b>learning target</b> AND Articulates accurate <b>directions/ explanations</b> AND <i>Sequences learning experiences appropriately</i>	Articulates an inaccurate <b>learning target</b> AND/OR <i>Articulates inaccurate directions/explanations</i>	Does not articulate the <b>learning target</b> OR <i>Does not articulate directions/ explanations</i>	N/A
4	COE 5	Critical Thinking	<i>Engages learners in <b>critical thinking</b> in local and/or global contexts</i> that 1. Fosters problem solving 2. Encourages conceptual connections 3. Challenges assumptions	<i>Engages learners in <b>critical thinking</b></i> that 1. Fosters problem solving 2. Encourages conceptual connections	<i>Introduces AND/OR models <b>critical thinking</b></i> that 1. Fosters problem solving 2. Encourages conceptual connections	<i>Does not introduce AND/OR model <b>critical thinking</b></i> that 1. Fosters problem solving 2. Encourages conceptual connections	N/A
3	COE 8	Formative Assessment	<b>Checks for understanding</b> (whole class/group AND <i>individual learners</i> ) during lessons using <b>formative assessment</b> AND Differentiates through <i>planned and responsive adjustments</i> (whole class/group and <i>individual learners</i> )	<b>Checks for understanding</b> (whole class/group) during lessons using <b>formative assessment</b> AND Differentiates through <b>adjustments</b> to instruction (whole class/group)	<i>Inconsistently <b>checks for understanding</b></i> during lessons using <b>formative assessment</b> AND Adjusts instruction accordingly, but <b>adjustments may cause additional confusion</b>	<i>Does not <b>check for understanding</b></i> during lessons using <b>formative assessment</b> OR <i>Does not make any adjustments</i> based on learners' responses	N/A

ORU Outcome	Program Outcome	Criterion Description/Name	Exceeds Expectations	Meets Expectations	Emerging	Do Not Meet Expectations	% Gradebook Weighting
	CAEP R.1.3	Digital Tools and Resources	Discusses AND uses a <i>variety of</i> developmentally appropriate <b>technologies (digital tools and resources)</b> that 1. Are relevant to learning objectives/targets of the lesson 2. Engage learners in the demonstration of knowledge and skills 3. <i>Extend learners' understanding of concepts</i>	Discusses AND uses developmentally appropriate <b>technologies (digital tools and resources)</b> that 1. Are relevant to learning objectives/targets of the lesson 2. <i>Engage learners in the demonstration of knowledge or skills</i>	Discusses developmentally appropriate <b>technologies (digital tools and resources)</b> relevant to learning objectives/ targets of the lesson AND <b>Technology</b> is <i>not available</i>	One of the following: A. Does not use <b>technologies (digital tools and resources)</b> to engage learners AND <b>Technology is available</b> in the setting OR B. Use of <b>technologies</b> is <i>not relevant</i> to the learning objectives/ targets of the lesson OR C. <i>Does not discuss technologies</i> AND <b>Technology is not available</b> in the setting	N/A
2	COE 3	Safe and Respectful Learning Environment	<i>Actively involves learners to create and manage a safe and respectful learning environment</i> through the use of routines and transitions AND Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners' attention (individual and whole group)	Manages a <b>safe and respectful learning environment</b> through the use of routines and transitions AND <i>Establishes and promotes constructive relationships to equitably engage learners</i> AND Uses <i>research-based strategies</i> to maintain learners' attention (individual and whole group)	<i>Attempts to manage a safe learning environment through the use of routines and transitions AND/OR Attempts to establish constructive relationships to engage learners AND/OR Attempts to use constructive strategies to maintain learners' attention</i> (individual and whole group)	<i>Does not manage a safe learning environment</i> OR <i>Does not establish constructive relationships to engage learners</i> OR <i>Does not use constructive strategies to maintain learners' attention</i> (individual and whole group)	N/A

ORU Outcome	Program Outcome	Criterion Description/Name	Exceeds Expectations	Meets Expectations	Emerging	Do Not Meet Expectations	% Gradebook Weighting
3	COE 6	Data-Guided Instruction	Uses <b>data</b> -informed decisions ( <i>trends and patterns</i> ) to set short and long term goals for future instruction and assessment AND Uses contemporary tools for learner <b>data</b> record-keeping and analysis	Uses <b>data-informed decisions</b> to design instruction and assessment AND Uses contemporary tools for learner <b>data</b> record-keeping	Uses minimal <b>data</b> to design instruction and assessment	Does not use <b>data</b> to design instruction and assessment	N/A
3	COE 6	Feedback to Learners	Provides <b>feedback</b> that 1. Enables learners to recognize strengths AND areas for improvement 2. Is comprehensible 3. Is descriptive 4. Is individualized AND provides timely <b>feedback</b> , guiding learners on how to use feedback to monitor their own progress	Provides <b>feedback</b> that 1. Enables learners to recognize strengths OR areas for improvement 2. Is comprehensible 3. Is descriptive AND Provides timely <b>feedback</b>	Provides minimal <b>feedback</b> that 1. Enables learners to recognize strengths OR areas for improvement OR <b>Feedback</b> is provided in a somewhat timely fashion	Does not provide <b>feedback</b> OR <b>Feedback</b> does not enable learners to recognize strengths OR areas for improvement OR <b>Feedback</b> is not provided in a timely fashion	N/A
3	COE 7	Assessment Techniques	Evaluates and supports learning through <b>assessment techniques</b> that are 1. Developmentally appropriate 2. Formative AND summative 3. Diagnostic 4. Varied	Evaluates and supports learning through <b>assessment techniques</b> that are 1. Developmentally appropriate 2. Formative AND summative	<b>Assessment techniques</b> are 1. Developmentally appropriate 2. Formative OR summative	<b>Assessment techniques</b> are 1. Developmentally inappropriate OR Not used	N/A

ORU Outcome	Program Outcome	Criterion Description/Name	Exceeds Expectations	Meets Expectations	Emerging	Do Not Meet Expectations	% Gradebook Weighting
	COE 4	Connections to Research and Theory	<p>Discusses, provides evidence of, <i>and justifies</i> connections to educational <b>research and/or theory</b></p> <p><b>AND</b></p> <p><i>Uses research and/or theory to explain their P-12 learners' progress</i></p>	<p><i>Discusses and provides evidence of</i> connections to educational <b>research and/or theory</b></p>	<p><i>Mentions</i> connections to educational <b>research and/or theory</b></p>	<p><i>No connections OR inaccurate connections to</i> educational <b>research and/or theory</b></p>	N/A
2,3	COE 9	Participates in Professional Development	<p>Participates in at least one <b>professional development</b> opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization)</p> <p><b>AND</b></p> <p>Provides evidence of an increased understanding of the teaching profession as a result of the PD <b>AND</b></p> <p><i>Reflects on own professional practice with evidence of application of the knowledge acquired from PD during student teaching</i></p>	<p>Participates in at least one <b>professional development</b> opportunity (e.g. workshop, seminar, attending a professional conference <b>AND</b></p> <p><i>Provides evidence of an increased understanding of the teaching profession as a result of the PD</i></p>	<p><i>Participates in at least one professional development</i> opportunity (e.g. workshop, seminar, attending a professional conference)</p>	<p><i>Does not participate</i> in any <b>professional development</b> opportunity (e.g. workshop, seminar, attending a professional conference)</p>	N/A

ORU Outcome	Program Outcome	Criterion Description/Name	Exceeds Expectations	Meets Expectations	Emerging	Do Not Meet Expectations	% Gradebook Weighting
5	COE 10	Demonstrates Effective Communication with Parents or Legal Guardians	Provides evidence of <b>communication with parents or legal guardians</b> in accordance with district policies (e.g., letter of introduction, attends parent teacher conferences, communication via email or online) AND Provides information about P-12 learning to <b>parents or legal guardians</b> to promote understanding and academic progress AND <i>Interacts with <b>parents or legal guardians</b> in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)</i>	Provides evidence of <b>communication with parents or legal guardians</b> in accordance with district policies (e.g., letter of introduction, attends parent teacher conferences, communication via email or online) AND <i>Provides information about P-12 learning to <b>parents or legal guardians</b> to promote understanding and academic progress</i>	<i>Provides evidence of <b>communication with parents or legal guardians</b> in accordance with district policies (e.g., letter of introduction, attends parent teacher conferences, communication via email or online)</i>	<i>Does not provide evidence of <b>communication with parents or legal guardians</b></i>	N/A
2	COE 9	Demonstrates Punctuality	Reports on time or <i>early</i> for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)	<i>Reports on time</i> for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)	<i>Inconsistently reports</i> on time for daily student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	<i>Does not report</i> on time for student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	N/A

ORU Outcome	Program Outcome	Criterion Description/Name	Exceeds Expectations	Meets Expectations	Emerging	Do Not Meet Expectations	% Gradebook Weighting
2	COE 9	Meets Deadlines and Obligations	<p>Meets <b>deadlines and obligations</b> established by the cooperating teacher and/or supervisor AND Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides clear and complete directions and lessons for substitutes <i>without reminders</i></p>	<p><i>Meets deadlines and obligations</i> established by the cooperating teacher and/or supervisor AND Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides <i>clear and complete</i> directions and lessons for substitutes</p>	<p><i>Most of the time meets deadlines and obligations</i> established by the cooperating teacher and/or supervisor AND <i>Informs some</i> stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides <i>incomplete</i> directions and lessons for substitutes</p>	<p><i>Frequently misses deadlines or obligations</i> established by the cooperating teacher and/or supervisor AND/OR <i>Does not inform</i> stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND/OR <i>Does not provide</i> directions and lessons for substitutes</p>	N/A
2	COE 3	Preparation	<p><b>Prepared</b> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc AND Materials are easily accessible AND organized AND <i>Prepared for the unexpected and flexible</i></p>	<p><i>Prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible AND organized</p>	<p><i>Not consistently prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND/OR Materials are easily accessible OR organized</p>	<p><i>Not prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND/OR Materials are <i>not</i> organized NOR easily accessible</p>	N/A

ORU Outcome	Program Outcome	Criterion Description/Name	Exceeds Expectations	Meets Expectations	Emerging	Do Not Meet Expectations	% Gradebook Weighting
5	COE 10	Collaboration	Demonstrates <b>collaborative</b> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND <i>Works with</i> and learns from colleagues in planning and implementing instruction to meet diverse needs of learners	Demonstrates <b>collaborative</b> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND <i>Attempts to work with and learn from colleagues in planning and implementing instruction</i>	<i>Demonstrates collaborative</i> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	<i>Does not demonstrate collaborative</i> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	N/A
5	COE 10	Advocacy to Meet the Needs of Learners or for the Teaching Profession	Recognizes and articulates specific areas in need of <b>advocacy</b> , including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources equitable opportunities) OR 2. Needs of the <b>teaching profession</b> (e.g. technology integration, research based practices) AND <i>Takes action(s) based upon identified needs, while following district protocols</i>	<i>Recognizes and articulates specific areas in need of advocacy</i> , including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the <b>teaching profession</b> (e.g. technology integration, research-based practices)	<i>Recognizes areas in need of advocacy, but cannot articulate</i> the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the <b>teaching profession</b> (e.g. technology integration, research-based practices)	<i>Does not recognize areas in need of advocacy</i> , including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the <b>teaching profession</b> (e.g. technology integration, research-based practices)	N/A

ORU Outcome	Program Outcome	Criterion Description/Name	Exceeds Expectations	Meets Expectations	Emerging	Do Not Meet Expectations	% Gradebook Weighting
2	COE 9	Responds Positively to Constructive Criticism	<p>Is receptive to <b>feedback, constructive criticism</b>, supervision, and responds professionally AND Incorporates <b>feedback</b> (e.g., from cooperating teacher, university supervisor) to improve practice AND Proactively seeks opportunities for <b>feedback</b> from other professionals</p>	<p>Is receptive to <b>feedback, constructive criticism</b>, supervision, and <i>responds professionally AND</i> Incorporates <b>feedback</b> (e.g., from cooperating teacher, university supervisor) to improve practice</p>	<p><i>Is</i> receptive to <b>feedback, constructive criticism</b>, and supervision AND/OR Incorporates <b>feedback</b> inconsistently</p>	<p>Is not receptive to <b>feedback, constructive criticism</b>, and supervision AND/OR Does not incorporate <b>feedback</b></p>	N/A

# Elementary Education (B.Ed.)

# Key Program Assessment #4

Course:

Name of Assignment:

**Instructions in Brightspace**

*Use the rubric below to help design and deliver a presentation that reflects your performance in student teaching and a culmination of the transformative process in the College of Education.*

**Instructions for Scoring**

*Candidates have already submitted, and are being externally assessed, the PPAT Tasks 1-4. The goal of this assessment is to evaluate the presentation of learning and transformation by the teacher candidate. For each of the rubric criterion examine the “preponderance of evidence” for both the elements required and the depth of knowledge for the Proficiency Level Descriptor.*

ORU Outcome	Program Outcome	Criterion Description/Name	Level 4 Description	Level 3 Description	Level 2 Description	Level 1 Description	% Gradebook Weighting
ORU Outcome 3	COE 1 & 7	Knowledge of Students and the Learning Environment	The candidate evaluated his/her performance and generated connections using supportive examples among the following areas: 1. Students and Learning Environment 2. Resources 3. Interest Inventory 4. Parent Communication 5. Rules/Procedure	The candidate evaluated his/her performance using supportive examples in the following areas: 1. Students and Learning Environment 2. Resources 3. Interest Inventory 4. Parent Communication 5. Rules/Procedure	The candidate identified the following areas: 1. Students and Learning Environment 2. Resources 3. Interest Inventory 4. Parent Communication 5. Rules/Procedure	The candidate did not identify all of the following areas: 1. Students and Learning Environment 2. Resources 3. Interest Inventory 4. Parent Communication 5. Rules/Procedure	N/A

ORU Outcome	Program Outcome	Criterion Description/Name	Level 4 Description	Level 3 Description	Level 2 Description	Level 1 Description	% Gradebook Weighting
ORU Outcomes: 2, 3, 4,	COE 3, 4, 5, & 7	Designing Instruction for Student Learning	The candidate evaluated his/her performance and generated connections using supportive examples among the following areas: 1. Student Learning Goal(s) and Objective(s) 2. Rationale (using research) for the Teaching Strategy 3. Rationale (using research) for the Student Activity 4. Differentiation for the Focus Students	The candidate evaluated his/her performance using supportive examples in the following areas: 1. Student Learning Goal(s) and Objective(s) 2. Rationale (using research) for the Teaching Strategy 3. Rationale (using research) for the Student Activity 4. Differentiation for the Focus Students	The candidate identified the following areas: 1. Student Learning Goal(s) and Objective(s) 2. Rationale (using research) for the Teaching Strategy 3. Rationale (using research) for the Student Activity 4. Differentiation for the Focus Students	The candidate did not identify all of the following areas: 1. Student Learning Goal(s) and Objective(s) 2. Rationale (using research) for the Teaching Strategy 3. Rationale (using research) for the Student Activity 4. Differentiation for the Focus Students	N/A
ORU Outcomes: 3, 4	COE 2 & 6	Assessment and Data Collection to Measure and Inform Student Learning	The candidate evaluated his/her performance and generated connections using supportive examples among the following areas: 1. Assessment Tool(s) and Method(s) 2. Graphic of Results for the whole class and focus students 3. Differentiation of Assessment Tool(s) and Method(s) for the focus students	The candidate evaluated his/her performance using supportive examples in the following areas: 1. Assessment Tool(s) and Method(s) 2. Graphic of Results for the whole class and focus students 3. Differentiation of Assessment Tool(s) and Method(s) for the focus students	The candidate identified the following areas: 1. Assessment Tool(s) and Method(s) 2. Graphic of Results for the whole class and focus students 3. Differentiation of Assessment Tool(s) and Method(s) for the focus students	The candidate did not identify all of the following areas: 1. Assessment Tool(s) and Method(s) 2. Graphic of Results for the whole class and focus students 3. Differentiation of Assessment Tool(s) and Method(s) for the focus students	N/A

ORU Outcome	Program Outcome	Criterion Description/Name	Level 4 Description	Level 3 Description	Level 2 Description	Level 1 Description	% Gradebook Weighting
ORU Outcomes: 2, 3, 4,	COE 3, 4, 5, & 8	Reflections on Teaching and Learning	The candidate evaluated his/her performance and generated connections using supportive examples among the following areas: 1. Connection between Learning Goals, Knowledge of Students, and Whole Class Data 2. Effectiveness of Instructional Strategy and Learning Activity 3. Student Engagement in Critical Thinking 4. Classroom Management Strategies	The candidate evaluated his/her performance using supportive examples in the following areas: 1. Connection between Learning Goals, Knowledge of Students, and Whole Class Data 2. Effectiveness of Instructional Strategy and Learning Activity 3. Student Engagement in Critical Thinking 4. Classroom Management Strategies	The candidate identified the following areas: 1. Connection between Learning Goals, Knowledge of Students, and Whole Class Data 2. Effectiveness of Instructional Strategy and Learning Activity 3. Student Engagement in Critical Thinking 4. Classroom Management Strategies	The candidate did not identify all of the following areas: 1. Connection between Learning Goals, Knowledge of Students, and Whole Class Data 2. Effectiveness of Instructional Strategy and Learning Activity 3. Student Engagement in Critical Thinking 4. Classroom Management Strategies	N/A
ORU Outcomes: 1, 2, 5	COE 9, 10, & 11	Professional Reflections	The candidate evaluated his/her performance and generated connections using supportive examples among the following areas: 1. Teaching Strategies, Interactions with Students, or Classroom Management Strategies 2. Transformed Educator Disposition 3. Professional Development Goal(s) that clearly emerged	The candidate evaluated his/her performance using supportive examples in the following areas: 1. Teaching Strategies, Interactions with Students, or Classroom Management Strategies 2. Transformed Educator Disposition 3. Professional Development Goal(s) that clearly emerged	The candidate identified the following areas: 1. Teaching Strategies, Interactions with Students, or Classroom Management Strategies 2. Transformed Educator Disposition 3. Professional Development Goal(s) that clearly emerged	The candidate did not identify all of the following areas: 1. Teaching Strategies, Interactions with Students, or Classroom Management Strategies 2. Transformed Educator Disposition 3. Professional Development Goal(s) that clearly emerged	N/A

ORU Outcome	Program Outcome	Criterion Description/Name	Level 4 Description	Level 3 Description	Level 2 Description	Level 1 Description	% Gradebook Weighting
ORU Outcomes: 1, 4	COE 12 & 14	Spiritual Distinctives	<p>The candidate evaluated his/her performance and generated connections using supportive examples among the following areas:</p> <ol style="list-style-type: none"> <li>1. Biblical Worldview Integration within Academic Content</li> <li>2. Influence of the Whole-person Lifestyle upon Educational Decisions</li> <li>3. Ability to work with Diverse Populations either locally or globally</li> </ol>	<p>The candidate evaluated his/her performance using supportive examples in the following areas:</p> <ol style="list-style-type: none"> <li>1. Biblical Worldview Integration within Academic Content</li> <li>2. Influence of the Whole-person Lifestyle upon Educational Decisions</li> <li>3. Ability to work with Diverse Populations either locally or globally</li> </ol>	<p>The candidate identified the following areas:</p> <ol style="list-style-type: none"> <li>1. Biblical Worldview Integration within Academic Content</li> <li>2. Influence of the Whole-person Lifestyle upon Educational Decisions</li> <li>3. Ability to work with Diverse Populations either locally or globally</li> </ol>	<p>The candidate did not identify all of the following areas:</p> <ol style="list-style-type: none"> <li>1. Biblical Worldview Integration within Academic Content</li> <li>2. Influence of the Whole-person Lifestyle upon Educational Decisions</li> <li>3. Ability to work with Diverse Populations either locally or globally</li> </ol>	N/A