

**THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
PERFORMANCE-BASED ASSESSMENT OF STUDENT TEACHING**

Cover Sheet: ST-1

CandidateName: *(Last, First, Middle Initial):*

Student Penn State Identification Number:

Certification Area:

Permanent Address: *(Street, City, State, Zip):***Field Experience Period:**

____ Spring or ____ Fall (Check ✓ one.)

Dates: From mm/yr _____ to mm/yr _____

Field Experience Site:

School District:

School Building:

City:

Zip:

Field Experience Responsibility:

Grade Level(s)

Subjects(s)

Field Experience Coaches:

Penn State Supervisor:

Mentor/Cooperating Teacher(s):

Candidate's Signature:**Date:**

Assessor	Assessor Signature	Assessor Address/Phone #	Date
University Supervisor			
Mentor Teacher			
Student Teacher			

Note: The University Supervisor, as designate, authenticates all signatures when uploading this document to eCredentals.

Note: Effective April 2005, Penn State Career Services established an electronic credentials service, eCredentals. Documents are now stored electronically and may be uploaded by reference writers, candidates, or Career Services staff who have authenticated their identities with a valid Penn State digital identity. This authentication serves as an electronic signature for those documents without written signatures.

I understand that the final assessment completed by the assessor(s) below will be sent to my eCredentals file and that I am given the option of activating my eCredentals file and, if I do, removing any documents that have been uploaded.

Mid-Term Assessment ___ **Final-Assessment** ___

Note: Directions for completion can be found on page 7. A list of all domains and standards is included.

Domain A: Planning and Preparing for Student Learning	Rating	Comments
1. Displays pedagogical content knowledge during planning. <i>Indicators:</i> <ol style="list-style-type: none"> Identifies important concepts and understandings. Makes connections between concepts, procedures, and applications. Uses resources to deepen own subject matter knowledge. Anticipates potential student misconceptions and difficulties. 	___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not applicable	
2. Differentiates to accommodate individual learner. <i>Indicators:</i> <ol style="list-style-type: none"> Accommodates the social, emotional, cognitive, and physical needs of target learners in planning. Uses prior knowledge of learners in planning. Plans for learner diversity. 	___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not applicable	
3. Uses relevant factors in the community when designing lessons. <i>Indicators:</i> <ol style="list-style-type: none"> Uses local school or community resources in planning. Uses knowledge of community to customize lessons. 	___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not applicable	
4. Selects and develops appropriate goals and objectives. <i>Indicators:</i> <ol style="list-style-type: none"> Plans include goals that address student outcomes. Plans include challenging goals that address learner diversity. Learning goals are achievable and measurable. Learning goals address appropriate local, state, or national standards. 	___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not applicable	
5. Designs short and long range goals in planning and assessment. <i>Indicators:</i> <ol style="list-style-type: none"> Lesson goals, activities, and assessments are congruent and appropriately sequenced. Daily lesson plans align with instructional goals. Includes formative and summative assessments. 	___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not applicable	
6. Selects, adapts, and creates appropriate instructional materials, resources, and instructional technologies. <i>Indicators:</i> <ol style="list-style-type: none"> Materials, resources, and technologies match learning goals. Adapts materials to meet diverse needs. Uses technology resources appropriately to enhance content understanding. 	___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not applicable	
7. Plans for an inclusive and challenging learning environment. <i>Indicators:</i> <ol style="list-style-type: none"> Physical learning environment accommodates all learners. Students feel safe in the learning environment. All students have opportunities to participate. Plans lessons where students learn share responsibility for their own learning. Students have clear understanding of expectations for the lesson. 	___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not applicable	
<p style="text-align: center;">Comprehensive Rating: Domain A Planning</p> Sources of evidence used to determine this rating: ___ lesson plans ___ journal entries ___ unit plan ___ portfolio ___ assessment materials ___ observations—dates as follows: ___ other assignments/tasks	___ Exemplary: (Consistently and thoroughly.) ___ Superior (Usually and extensively.) ___ Satisfactory (Sometimes and adequately.) ___ Unsatisfactory (Rarely or never and inappropriately.)	Note: These terms are those used for the PDE430 form.

Domain B: Teaching	Rating	Comments
<p>1. Actively and effectively engages all learners.</p> <p>Indicators:</p> <ul style="list-style-type: none"> a. Links instruction to prior knowledge and experience. b. Adjusts instruction in response to learner needs. c. Uses discussion techniques to stimulate thinking and participation. d. Encourages risk-taking. e. Responds flexibly to spontaneous events. 	<p><input type="checkbox"/> Consistently</p> <p><input type="checkbox"/> Often</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Rarely</p> <p><input type="checkbox"/> Not applicable</p>	
<p>2. Insures assessment of students occurs in multiple ways.</p> <p>Indicators:</p> <ul style="list-style-type: none"> a. Communicates to students the role of assessment in learning. b. Provides assessment opportunities that captures student understandings in a variety of ways. c. Collects and analyzes relevant student data systematically and continuously. d. Provides timely, accurate, specific, and constructive feedback. e. Maintains secure, accurate, and pertinent student records. 	<p><input type="checkbox"/> Consistently</p> <p><input type="checkbox"/> Often</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Rarely</p> <p><input type="checkbox"/> Not applicable</p>	
<p>3. Manages classroom procedures appropriately:</p> <p>Indicators:</p> <ul style="list-style-type: none"> a. Establishes and implements effective routines. b. Communicates clear expectations. c. Uses instructional and transitional times productively. d. Designs and uses efficient systems for non-instructional activities. e. Designs and implements efficient system for collection of assignments. 	<p><input type="checkbox"/> Consistently</p> <p><input type="checkbox"/> Often</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Rarely</p> <p><input type="checkbox"/> Not applicable</p>	
<p>4. Manages student learning and behavior.</p> <p>Indicators:</p> <ul style="list-style-type: none"> a. Communicates high academic and behavioral expectations. b. Communicates directions and procedures clearly. c. Demonstrates awareness of student behavior. d. Anticipates and responds effectively to potential behavior issues. e. Responds to student behaviors in a variety of ways. f. Sets a tone in the class where learning is valued. 	<p><input type="checkbox"/> Consistently</p> <p><input type="checkbox"/> Often</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Rarely</p> <p><input type="checkbox"/> Not applicable</p>	
<p>5. Communicates effectively verbally, non-verbally, and through appropriate media.</p> <p>Indicators:</p> <ul style="list-style-type: none"> a. Speaks and writes using Standard English, effectively and expressively. b. Uses well-chosen language that enriches learning. c. Adjusts communication techniques to learners. d. Uses media and technology to support student learning. 	<p><input type="checkbox"/> Consistently</p> <p><input type="checkbox"/> Often</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Rarely</p> <p><input type="checkbox"/> Not applicable</p>	
<p style="text-align: center;">Comprehensive Rating: Domain B Teaching</p> <p>Sources of evidence used to determine this rating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> lesson plans <input type="checkbox"/> journal entries <input type="checkbox"/> unit plan <input type="checkbox"/> portfolio <input type="checkbox"/> assessment materials <input type="checkbox"/> observations—dates as follows: <input type="checkbox"/> other assignments/tasks 	<p><input type="checkbox"/> Exemplary: (Consistently and thoroughly.)</p> <p><input type="checkbox"/> Superior (Usually and extensively.)</p> <p><input type="checkbox"/> Satisfactory (Sometimes and adequately.)</p> <p><input type="checkbox"/> Unsatisfactory (Rarely or never and inappropriately.)</p> <p><i>Note: These terms are also used for the PDE430 form.</i></p>	

Domain C Analyzing Student Learning and Inquiry into Teaching	Rating	Comments
<p>1. Monitors and adjusts instructional and assessment strategies during teaching.</p> <p>Indicators:</p> <ul style="list-style-type: none"> a. Uses formal and informal assessments to determine student understanding of subject matter. b. Modifies instruction and assessment in response to student understanding. c. Uses observation of student engagement to adjust instruction and assessment. d. Capitalizes on “teachable moments.” 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not applicable 	
<p>2. Systematically analyzes assessment data of whole class and sub-groups.</p> <p>Indicators:</p> <ul style="list-style-type: none"> a. Creates appropriate criteria for assessment. b. Collects data systematically to inform instructional decisions. c. Uses collected data to adjust instruction. d. Determines performance patterns of each student and whole class. e. Communicates student performance to students, parents, and others, as appropriate to the school district. f. Can recommend “next steps” based on assessment data. g. Determines alternatives to re-teach content when necessary. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not applicable 	
<p>3. Uses data from classroom teaching to assess own strengths and areas of improvement.</p> <p>Indicators:</p> <ul style="list-style-type: none"> a. Conducts inquiry into own teaching and acts upon results. b. Accurately reflects upon and assesses lesson effectiveness. c. Responds positively to the supervisor and mentor. d. Draws data-based conclusions about teaching effectiveness. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not applicable 	
<p style="text-align: center;">Comprehensive Rating: Domain C Assessment & Inquiry</p> <p>Uses Sources of evidence used to determine this rating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> lesson plans <input type="checkbox"/> journal entries <input type="checkbox"/> unit plan <input type="checkbox"/> portfolio <input type="checkbox"/> assessment materials <input type="checkbox"/> observations—dates as follows: <input type="checkbox"/> other assignments/tasks 	<ul style="list-style-type: none"> <input type="checkbox"/> Exemplary: (Consistently and thoroughly.) <input type="checkbox"/> Superior (Usually and extensively.) <input type="checkbox"/> Satisfactory (Sometimes and adequately.) <input type="checkbox"/> Unsatisfactory (Rarely or never and inappropriately.) 	

Domain D Fulfilling Professional Responsibilities	Rating	Comments
1. Consistently meets expectations and fulfills responsibilities. <i>Indicators:</i> a. <i>Assignments and tasks are completely accurately and with high quality.</i> b. <i>Meets deadlines.</i> c. <i>Fulfills commitments dependably and willingly.</i> d. <i>Maintains appropriate professional appearance.</i> e. <i>Exhibits enthusiasm, initiative, and self-confidence.</i>	<input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not applicable	
2. Establishes and maintains productive, collaborative relationships with colleagues and families. <i>Indicators:</i> a. <i>Demonstrates tactful interactions.</i> b. <i>Effectively communicates instructional program and student progress to families.</i> c. <i>Recognizes family members as partners in their child's education.</i> d. <i>Shares ideas, information, and resources with colleagues.</i> e. <i>Willingly participates in extra-curricular, departmental, and school-wide activities when appropriate.</i>	<input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not applicable	
3. Values and seeks professional growth. <i>Indicators:</i> a. <i>Takes advantage of opportunities for involvement in workshops, conferences, membership in professional organizations, school board meetings, peer coaching, parent-teacher organization meetings, seminar leadership, and conducting action research.</i> b. <i>Seeks and uses educational research.</i> c. <i>Displays a growing repertoire of instructional and assessment strategies.</i> d. <i>Displays growth in the use of appropriate educational technologies.</i>	<input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not applicable	
4. Demonstrates integrity and professional conduct. <i>Indicators:</i> a. <i>Demonstrates academic integrity as defined by Penn State.</i> b. <i>Demonstrates integrity in safeguarding student rights and records.</i> c. <i>Follows district and university policies, as well as state, local, and federal laws and regulations.</i> d. <i>Demonstrates professionalism as defined by the Pennsylvania Code of Professional Practice and Conduct for Educators.</i>	<input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not applicable	
<p style="text-align: center;">Comprehensive Rating: Domain D Professionalism</p> Sources of evidence used to determine this rating: <input type="checkbox"/> lesson plans <input type="checkbox"/> journal entries <input type="checkbox"/> unit plan <input type="checkbox"/> portfolio <input type="checkbox"/> assessment materials <input type="checkbox"/> observations—dates as follows: <input type="checkbox"/> other assignments/tasks	<input type="checkbox"/> Exemplary: (Consistently and thoroughly.) <input type="checkbox"/> Superior (Usually and extensively.) <input type="checkbox"/> Satisfactory (Sometimes and adequately.) <input type="checkbox"/> Unsatisfactory (Rarely or never and inappropriately.)	

Final Evaluation**OVERALL RATING
Student Teaching**

Category	Exemplary	Superior	Satisfactory	Unsatisfactory
Rating Indicate with an X.				

Comments:

Note: The Supervisor and the Mentor each complete a letter of reference as part of the final evaluation.

I acknowledge that I have read/prepared this assessment and discussed it with the appropriate parties.

Mid-Term Conference Date: _____ Final Conference Date: _____

Student Teacher: _____

Mentor Teacher: _____

University Supervisor: _____

Guidelines for Completing Mid-Term and End-of-Term Assessments

The Performance-Based Assessment of Student Teaching focuses on performances within four major domains included in the Penn State Model of Teacher Preparation Performance Framework:

Domain A: Planning and Preparing for Student Learning

Domain B: Teaching

Domain C: Inquiring and Analyzing Learning and Teaching

Domain D: Professionalism

Each of the four domains identifies critical understandings, abilities, and dispositions of Penn State teacher candidates. This mid-term and end-of-term assessment process are part of your field experience assessment, as specified in Chapter 49 of the Pennsylvania School Code

This form involves three kinds of assessments:

1. The student teacher's performance on each standard of the performance framework is assessed.
2. The student teacher's performance in each domain of the performance framework is assessed.
3. An overall assessment of the student teacher's performance is made.

The level of candidate performance for each domain, is determined by examining a sampling of the candidate's work.

Success in reaching the goal of each domain is assessed using the following descriptors:

1. **EXEMPLARY:** The candidate is highly sophisticated and insightful, unusually thorough and consistent in ability to draw on extensive knowledge of learners and teaching to create and adjust powerful learning opportunities; is highly aware of strengths and limitations; actively pursues professional growth.
2. **SUPERIOR:** The candidate's performance is of moderately high quality. In nearly all circumstances the candidate is able to adequately draw on knowledge of learners and teaching to create appropriate learning opportunities; can articulate strengths and limitations as well as plans for continued professional growth.
3. **SATISFACTORY:** The candidate is performing at the minimum level expected of a new teacher. The candidate has limited but appropriate understandings of learning and teaching. Ability to be adaptive, creative, and innovative is limited; appears to be somewhat aware of limitations.
4. **UNSATISFACTORY:** Candidate relies on a limited repertoire of routines, can perform only with coaching, relies on highly scripted procedures or approaches, and is generally unaware of limitations.

Each standard (within each domain) is assessed by considering the frequency that the standard has been met: *Consistently, Often, Sometimes, Rarely, and Not applicable*. Each individual standard includes "indicators" to guide this decision.

Mid-term Assessment: This form is used twice during the semester. Once at the mid-point in the semester, and again at the end of the field experience. Supervisors are given the choice of assessing the candidate at the mid-point in one of two ways: Their assessment may reflect (1) whether the standards and domains reflect appropriate progress to the mid-point in the semester; or, (2) whether the assessment reflects the mark that the student would receive if no further progress is made in the second half of the semester—in other words, if the student were already finished with his/her practicum. The supervisor should make it clear to student teachers which approach was used.

The Final Assessment: This assessment presumes an indication of whether the student teacher, in the supervisor's determination, successfully completed student teaching.

The Mid-term assessment and the Final Assessment are to be individually completed by the supervisor, the mentor teacher, and the student. The mentor teacher and the supervisor assesses the student teacher. Student teachers assesses themselves. All efforts should be made to have a three-way conference to discuss the assessment results at both the mid point in the semester and upon the end of the field experience. The student teacher, the mentor teacher, and the supervision should have access to these forms for their own records.

I. Penn State New Teacher Performance Framework

Domain A: Planning and Preparing for Student Learning

The Penn State teacher:

- A1. Considers pedagogical content knowledge during planning.
- A2. Differentiates to accommodate individual learner.
- A3. Considers the community when designing lessons.
- A4. Selects and develops appropriate goals and objectives.
- A5. Considers short *and* long range goals in planning and assessment.
- A6. Selects, adapts, and creates appropriate instructional materials, resources, and instructional technologies.
- A7. Plans for an inclusive and challenging learning environment.

Domain B: Teaching

The Penn State teacher:

- B1. Actively and effectively engages all learners.
- B2. Insures that assessment student occurs in multiple.
- B3. Manages classroom procedures appropriately.
- B4. Manages student learning and behavior.
- B5. Communicates effectively verbally, nonverbally, and through alternative media .

Domain C: Analyzing Student Learning and Inquiring into Teaching

The Penn State teacher:

- C1. Monitors and adjusts instructional and assessment strategies during teaching.
- C2. Systematically analyzes assessment data of whole class and sub-groups.
- C3. Uses data from classroom teaching to assess own strengths and areas of improvement.

Domain D. Fulfilling Professional Responsibilities

The Penn State teacher:

- D1. Consistently meets expectations and fulfills responsibilities.
- D2. Establishes and maintains productive, collaborative relationships with colleagues and families.
- D3. Values and seeks professional growth.
- D4. Demonstrates integrity and professional conduct.

Domain A: Planning and Preparing for Student Learning

SP 2015						FA 2015						SP 2016					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
A1	24	43	4			A1	9	24	9			A1	19	31	3		1
A2	22	36	13			A2	7	22	13			A2	14	27	13		
A3	19	32	9	2	9	A3	5	17	15	2	3	A3	9	23	16	1	5
A4	39	30	2			A4	15	24	3			A4	22	22	8		2
A5	26	35	8		2	A5	12	19	11			A5	18	24	10		2
A6	25	38	8			A6	17	17	7		1	A6	22	25	6		1
A7	40	28	2		1	A7	20	22				A7	24	21	8		1
Sum	16	46	9			Sum	7	26	9			Sum	12	33	9		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
A1	61	9	1			A1	33	9				A1	43	11			
A2	53	17	1			A2	35	7				A2	34	20			
A3	50	18	1	1	1	A3	26	13	2		1	A3	27	21	3		3
A4	65	5			1	A4	40	2				A4	41	11	2		
A5	58	12	1			A5	39	3				A5	40	13	1		
A6	56	14	1			A6	38	4				A6	46	7	1		
A7	62	7	2			A7	38	4				A7	42	11	1		
Sum	57	11	3			Sum	39	3				Sum	43	10	1		

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Domain B: Teaching

SP 2015						FA 2015						SP 2016					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
B1	21	44	6			B1	11	26	5			B1	21	26	6		1
B2	20	33	16	1	1	B2	4	20	18			B2	7	30	13	1	3
B3	23	40	8			B3	13	28	1			B3	17	27	9		1
B4	22	37	11	1		B4	11	23	8			B4	17	31	5		1
B5	36	28	5		2	B5	22	17	3			B5	27	20	6		1
Sum	15	45	11			Sum	6	31	5			Sum	13	32	9		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
B1	55	15	1			B1	40	2				B1	38	16			
B2	51	17	3			B2	30	12				B2	35	18	1		
B3	55	12	2		2	B3	38	4				B3	37	15	2		
B4	48	19	4			B4	35	7				B4	41	11	2		
B5	59	11	1			B5	39	3				B5	40	14			
Sum	52	16	3			Sum	38	4				Sum	39	14	1		

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Domain C: Analyzing Student Learning and Inquiring into Teaching

SP 2015						FA 2015						SP 2016					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
C1	21	39	10		1	C1	6	20	14		2	C1	9	29	15		1
C2	15	32	20	1	3	C2	4	17	19	1	1	C2	3	22	22	1	6
C3	38	24	8		1	C3	22	19	1			C3	20	25	8		1
Sum	15	42	14			Sum	4	24	14			Sum	8	26	19		1
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
C1	56	14	1			C1	36	6				C1	34	19	1		
C2	54	15	2			C2	29	13				C2	30	19	5		
C3	61	9	1			C3	39	3				C3	41	11	1		1
Sum	54	15	2			Sum	35	7				Sum	37	16	1		

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Domain D: Fulling Professional Responsibilities

SP 2015						FA 2015						SP 2016					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
D1	55	13	1	2		D1	35	7				D1	36	14	4		
D2	46	19	4	1	1	D2	24	16	2			D2	32	18	3		1
D3	47	18	4	1	1	D3	21	13	6		2	D3	32	16	6		
D4	67	3	1			D4	41	1				D4	45	6	3		
Sum	49	16	6			Sum	23	18	1			Sum	31	19	4		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
D1	62	4	5			D1	39	3				D1	45	6	3		
D2	62	7	1		1	D2	38	4				D2	44	9	1		
D3	60	8	3			D3	40	2				D3	42	11	1		
D4	66	4	1			D4	42					D4	48	5	1		
Sum	60	6	5			Sum	40	2				Sum	46	7	1		

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Overall Rating
Student Teaching

SP 2015					FA 2015					SP 2016				
Mid	Exemplary	Good	Satisfac	Unsatisfac	Mid	Exemplary	Good	Satisfac	Unsatisfac	Mid	Exemplary	Good	Satisfac	Unsatisfac
Rating	13	50	8		Rating	5	31	6		Rating	9	39	6	
Final	Exemplary	Good	Satisfac	Unsatisfac	Final	Exemplary	Good	Satisfac	Rarely	Final	Exemplary	Good	Satisfac	Unsatisfac
Rating	56	12	3		Rating	39	3			Rating	43	11		

MIDDLE LEVEL ST-1 Forms

Domain A: Planning and Preparing for Student Learning

SP 2016						SP 2015						SP 2014					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
A1	1	12				A1	1	6	3			A1	1	3	2		
A2	1	10	2			A2	1	5	4			A2	1	2	3		
A3	2	9	2			A3		2	6	1	1	A3		5	1		
A4	5	7	1			A4	1	8	1			A4	2	3	1		
A5	2	10	1			A5	2	8				A5		2	4		
A6	6	6	1			A6	2	6	2			A6	2	2	2		
A7	4	7	2			A7	4	6				A7	3	2	1		
Sum	1	11	1			Sum		6	4			Sum		4	2		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
A1	9	4				A1	2	6	2			A1	6	5	1		
A2	9	4				A2	3	6	1			A2	7	3	1	1	
A3	9	4				A3	2	6	2			A3	8	4			
A4	6	7				A4	2	7	1			A4	5	6	1		
A5	8	5				A5	3	7				A5	6	6			
A6	8	5				A6	3	6	1			A6	9	3			
A7	8	5				A7	7	3				A7	10	2			
Sum	8	5				Sum	5	4	1			Sum	6	4	2		

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Domain B: Teaching

SP 2016						SP 2015						SP 2014					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
B1	3	10				B1		8	2			B1		5	1		
B2	1	10	2			B2	1	4	3	1	1	B2	1	2	3		
B3	4	9				B3	2	5	2		1	B3		3	3		
B4	3	9	1			B4	1	7	1		1	B4		4	2		
B5	5	8				B5	1	7	2			B5	1	3	2		
Sum		13				Sum		7	3			Sum		4	2		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
B1	6	7				B1	3	7				B1	10	2			
B2	7	4	2			B2	3	6	1			B2	6	4	2		
B3	10	3				B3	5	4	1			B3	9	2	1		
B4	11	1	1			B4	3	6	1			B4	11	1			
B5	8	5				B5	5	4	1			B5	9	2	1		
Sum	8	5				Sum	3	6	1			Sum	9	2	1		

ST-1 Forms

Domain C: Analyzing Student Learning and Inquiring into Teaching

SP 2016						SP 2015						SP 2014					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
C1	4	6	3			C1	1	5	3			C1	1	2	3		
C2		7	5		1	C2		2	5	1	2	C2		1	5		
C3	7	4	2			C3	5	5				C3	1	3	2		
Sum	2	8	3			Sum	1	4	5			Sum		3	3		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
C1	6	5	2			C1	3	5	2			C1	9	2	1		
C2	7	6				C2		7	3			C2	3	6	2	1	
C3	8	4	1			C3	4	5	1			C3	10		1	1	
Sum	8	5				Sum	2	6	2			Sum	9	1	2		

ST-1 Forms

Domain D: Fulfilling Professional Responsibilities

SP 2016						SP 2015						SP 2014					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
D1	11	2				D1	6	2	2			D1	4	1	1		
D2	10	2			1	D2	5	5				D2	3	3			
D3	13					D3	3	4	2		1	D3	3	3			
D4	12	1				D4	10					D4	6				
Sum	12	1				Sum	5	5				Sum	3	3			
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
D1	10	2	1			D1	8	2				D1	9	1	2		
D2	11	2				D2	7	3				D2	9	2	1		
D3	13					D3	3	7				D3	8	4			
D4	13					D4	10					D4	10	2			
Sum	11	2				Sum	8	2				Sum	9	3			

ST-1 Forms

Overall Rating
Student Teaching

SP 2016					SP 2015					SP 2014				
Mid	Exemplary	Good	Satisfac	Unsatisfac	Mid	Exemplary	Good	Satisfac	Unsatisfac	Mid	Exemplary	Good	Satisfac	Unsatisfac
Rating	1	12			Rating		7	3		Rating		4	2	
Final	Exemplary	Good	Satisfac	Unsatisfac	Final	Exemplary	Good	Satisfac	Rarely	Final	Exemplary	Good	Satisfac	Unsatisfac
Rating	9	4			Rating	5	4	1		Rating	8	3	1	

SECONDARY ENGLISH ST-1 Data

Domain A: Planning and Preparing for Student Learning

FA 2014						SP 2015						FA 2015					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
A1	5	4	2			A1	2	9	1			A1	1	2	1		
A2	2	7	2			A2	4	6	2			A2	1	1	2		
A3	2	2	6	1		A3	4	5	3			A3	1	2	1		
A4	7	4				A4	4	7	1			A4	1	2	1		
A5	4	4	2		1	A5	7	5				A5	1	2	1		
A6	4	5	2			A6	6	6				A6	1	1	2		
A7	4		1			A7	7	5				A7	2	1	1		
Sum	2	6	3			Sum	3	8	1			Sum	1	1	2		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
A1	9	2				A1	8	3	1			A1	2	1	1		
A2	7	4				A2	8	3	1			A2	2	1	1		
A3	3	7			1	A3	6	6				A3	2	2			
A4	8	3				A4	10	1	1			A4	3	1			
A5	8	3				A5	9	3				A5	3		1		
A6	8	3				A6	9	3				A6	2	2			
A7	7	4				A7	10	2				A7	3	1			
Sum	8	3				Sum	9	3				Sum	2	2			
SP 2016						FA 2016						SP 2017					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
A1	3	7	1			A1	3	1				A1	1	5	1		
A2		10	1			A2		4				A2	1	4	2		
A3	1	7	3			A3		3	1			A3	1	6			
A4	4	5	2			A4	2	2				A4	3	3	1		

A5						A5	1	3				A5	2	3	2		
	3	7	1														
A6						A6	2	2				A6		7			
	3	7	1														
A7						A7	3	1				A7	2	3	2		
	3	6	2														
Sum		10	1			Sum	1	3				Sum	1	6			
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
A1						A1	3	1				A1	4	3			
	8	2	1														
A2						A2	3	1				A2	2	5			
	7	4															
A3						A3	3	1				A3	1	6			
	3	7	1														
A4						A4	4					A4	3	4			
	7	4															
A5						A5	3	1				A5	4	3			
	7	3	1														
A6						A6	4					A6	4	3			
	7	3	1														
A7						A7	3	1				A7	5	1	1		
	7	4															
Sum						Sum	3	1				Sum	2	5			
	7	4															

Domain B: Teaching

Domain B: Teaching																	
FA 2014						SP 2015						FA 2015					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
B1						B1	5	7				B1	2		2		
	3	7	1														
B2						B2	2	10				B2		2	2		
	3	6	2														
B3						B3	6	4	2			B3	1	1	2		
	4	6	1														
B4						B4	2	6	4			B4		2	2		
	3	6	2														
B5						B5	3	7	2			B5	1	1	2		
	6	3	1														
Sum						Sum	1	10	1			Sum		2	2		
	2	7	2														
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA

B1	5	6			B1	10	2				B1	2	2			
B2	9	2			B2	9	3				B2	2	2			
B3	5	6			B3	9	3				B3	2	2			
B4	5	6			B4	6	4	2			B4	2	2			
B5	7	3	1		B5	10	1	1			B5	2	1	1		
Sum	8	3			Sum	10	1	1			Sum	2	2			

Domain B: Teaching

SP 2016						FA 2016						SP 2017					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
B1	2	6	3			B1	1	3				B1	1	4	2		
B2	3	7	1			B2	1	2	1			B2	1	5	1		
B3	1	8	2			B3	3	1				B3		4	3		
B4		5	6			B4	1	2	1			B4		5	2		
B5	3	6	2			B5	2	1	1			B5	1	4	2		
Sum		9	2			Sum	1	3				Sum	1	6			
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
B1	8	3				B1	3	1				B1	3	3	1		
B2	8	3				B2	3	1				B2	3	4			
B3	6	4	1			B3	3	1				B3	2	4	1		
B4	4	7				B4	2	2				B4	2	4	1		
B5	6	5				B5	3	1				B5	3	4			
Sum	8	3				Sum	3	1				Sum	2	4	1		

Domain C: Analyzing Student Learning and Inquiring into Teaching

FA 2014						SP 2015						FA 2015					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
C1	3	7	1			C1	4	7	1			C1	1	1	2		
C2	2	5	4			C2	1	7	4			C2	1	1	1	1	
C3	5	5	1			C3	5	7				C3	2		2		
Sum	2	7	2			Sum	1	9	2			Sum	2		2		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
C1	8	3				C1	10	1	1			C1	3	1			
C2	7	4				C2	6	5	1			C2	2	1	1		
C3	7	4				C3	9	3				C3	3	1			
Sum	7	4				Sum	9	2	1			Sum	2	2			

Domain C: Analyzing Student Learning and Inquiring into Teaching

SP 2016						FA 2016						SP 2017					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
C1	3	8				C1	1	2	1			C1		5	2		
C2		8	3			C2		2	2			C2		3	4		
C3	1	8	2			C3	1	3				C3	1	5	1		
Sum		8	3			Sum		3	1			Sum		4	3		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
C1	7	4				C1	3	1				C1	2	4	1		
C2	5	6				C2	2	2				C2	2	2	3		
C3	9	2				C3	3	1				C3	2	4	1		
Sum	6	5				Sum	3	1				Sum	2	2	3		

Domain D: Fulfilling Professional Responsibilities

FA 2014						SP 2015						FA 2015					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
D1	6	5				D1	8	3	1			D1	3		1		
D2	3	7	1			D2	6	3	3			D2	3	1			
D3	5	4	2			D3	7	3	2			D3	2	2			
D4	8	3				D4	11		1			D4	4				
Sum	4	7				Sum	5	6	1			Sum	2	2			
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
D1	8	3				D1	10	1	1			D1	2	1	1		
D2	7	4				D2	9	3				D2	3	1			
D3	9	2				D3	11	1				D3	3	1			
D4	11					D4	10	2				D4	3	1			
Sum	10	1				Sum	9	3				Sum	2	2			
SP 2016						FA 2016						SP 2017					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
D1	5	5	1			D1	3	1				D1	3	1	3		
D2	5	4	2			D2	1	3				D2	4	2	1		
D3	9	2				D3	3	1				D3	3	4			
D4	9	2				D4	3	1				D4	3	4			
Sum	6	5				Sum	2	2				Sum	3	3	1		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
D1	9	2				D1	3	1				D1	3	2	2		
D2	9	2				D2	4					D2	5	1	1		
D3	10	1				D3	3	1				D3	4	3			
D4	11					D4	3	1				D4	5	2			
Sum	10	1				Sum	3	1				Sum	4	3			

**Overall Rating
Student Teaching**

FA 2014					SP 2015					FA 2015				
Mid	Exemplary	Good	Satisfac	Unsatisfac	Mid	Exemplary	Good	Satisfac	Unsatisfac	Mid	Exemplary	Good	Satisfac	Unsatisfac
Rating	2	7	2		Rating	2	9	1		Rating		3	1	
Final	Exemplary	Good	Satisfac	Unsatisfac	Final	Exemplary	Good	Satisfac	Unsatisfac	Final	Exemplary	Good	Satisfac	Rarely
Rating	9	2			Rating	10	2			Rating	2	2		
SP 2016					FA 2016					SP 2017				
Mid	Exemplary	Good	Satisfac	Unsatisfac	Mid	Exemplary	Good	Satisfac	Unsatisfac	Mid	Exemplary	Good	Satisfac	Unsatisfac
Rating		11			Rating	1	3			Rating	1	5	1	
Final	Exemplary	Good	Satisfac	Rarely	Final	Exemplary	Good	Satisfac	Rarely	Final	Exemplary	Good	Satisfac	Rarely
Rating	8	3			Rating	3	1			Rating	3	4		

Social Studies ST -1 Data

Domain A: Planning and Preparing for Student Learning																	
FA 2014						SP 2015						FA 2015					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
A1	1	6	2			A1	8	7	2			A1	1	4	3		
A2	1	7	1			A2	6	8	3			A2	1	1	6		
A3	2	4	3			A3	1	10	6			A3	2	2	4		
A4	4	5				A4	12	1	4			A4	1	5	2		
A5	2	6	1			A5	6	9	2			A5	2	4	2		
A6	3	4	2			A6	4	12	1			A6	3	2	3		
A7	5	3	1			A7	6	8	3			A7	3	3	2		
Sum	2	4	3			Sum	5	9	2	1		Sum	1	3	4		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
A1	6	3				A1	14	3				A1	4	3	1		
A2	7	2				A2	13	4				A2	4	3	1		
A3	7	2				A3	3	14				A3	4	1	3		
A4	7	2				A4	17					A4	5	3			
A5	6	3				A5	16	1				A5	3	4	1		
A6	5	4				A6	15	2				A6	5	3			
A7	7	2				A7	14	3				A7	4	4			
Sum	7	2				Sum	13	4				Sum	4	3	1		
SP 2016						FA 2016						SP 2017					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
A1	6	11	2			A1	3	3	2			A1	5	4	4		
A2	4	11	4			A2	2	4	2			A2	1	8	4		
A3	2	12	4		1	A3		7	1			A3	2	7	3	1	

Social Studies ST -1 Data

A4	7	11	1			A4	3	5				A4	6	5	2		
A5	4	13	1		1	A5	2	6				A5	3	9	1		
A6	5	13	1			A6	2	5	1			A6	5	4	4		
A7	10	8	1			A7	7	1				A7	6	5	2		
Sum	5	12	2			Sum	2	5	1			Sum	3	6	4		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
A1	13	6				A1	6	2				A1	9	4			
A2	12	6	1			A2	7	1				A2	7	6			
A3	4	15				A3	5	3				A3	4	8	1		
A4	15	4				A4	8					A4	11	2			
A5	13	5	1			A5	8					A5	10	3			
A6	15	4				A6	7	1				A6	10	3			
A7	16	3				A7	8					A7	10	3			
Sum	13	6				Sum	8					Sum	10	3			

Domain B: Teaching

FA 2014						SP 2015						FA 2015					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
B1	1	6	2			B1	4	9	4			B1	3	1	4		
B2	3	4	2			B2	1	13	3			B2	1	2	4	1	
B3	2	3	4			B3	7	7	3			B3	1	6	1		
B4	1	3	5			B4	5	10	2			B4	1	4	3		
B5	2	6	1			B5	1	13	3			B5	2	3	3		
Sum	1	5	3			Sum	4	11	1	1		Sum	1	3	4		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
B1	5	4				B1	13	4				B1	3	4	1		

Social Studies ST -1 Data

B2	7	2				B2	13	4				B2	3	4	1		
B3	6	3				B3	11	6				B3	3	4	1		
B4	6	3				B4	12	5				B4	3	4	1		
B5	6	3				B5	14	3				B5	3	4	1		
Sum	7	2				Sum	13	4				Sum	3	4	1		
SP 2016						FA 2016						SP 2017					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
B1	5	12	2			B1	3	5				B1	3	7	3		
B2	5	10	4			B2	1	6	1			B2	5	6	2		
B3	7	11	1			B3	4	3	1			B3	6	5	2		
B4	8	8	3			B4	3	4	1			B4	5	4	4		
B5	5	11	3			B5	3	5				B5	7	2	4		
Sum	5	11	3			Sum	2	6				Sum	5	6	2		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
B1	13	6				B1	7	1				B1	8	5			
B2	13	6				B2	7	1				B2	8	5			
B3	15	4				B3	6	2				B3	9	4			
B4	13	5	1			B4	6	2				B4	9	4			
B5	14	4	1			B5	6	2				B5	10	3			
Sum	13	6				Sum	7	1				Sum	8	5			
Domain C: Analyzing Student Learning and Inquiring into Teaching																	
FA 2014						SP 2015						FA 2015					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
C1	2	6	1			C1		13	4			C1	1	4	3		
C2	1	5	3			C2		12	5			C2	1	3	3		1

Social Studies ST -1 Data

C3	5	2	2			C3	5	9	3			C3	2	2	4		
Sum	1	5	3			Sum		13	4			Sum	1	3	4		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
C1	7	2				C1	12	5				C1	3	4	1		
C2	6	3				C2	12	5				C2	3	4	1		
C3	9					C3	15	2				C3	4	3	1		
Sum	7	2				Sum	13	4				Sum	3	4	1		
SP 2016						FA 2016						SP 2017					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
C1	1	15	3			C1	1	6	1			C1	3	7	3		
C2	1	13	5			C2		7	1			C2	2	7	4		
C3	5	13	1			C3	2	5	1			C3	8	2	3		
Sum	2	15	2			Sum		7	1			Sum	2	6	5		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
C1	14	5				C1	7	1				C1	7	6			
C2	14	3	2			C2	6	2				C2	8	5			
C3	16	3				C3	7	1				C3	9	4			
Sum	15	4				Sum	6	2				Sum	9	4			
Domain D: Fulfilling Professional Responsibilities																	
FA 2014						SP 2015						FA 2015					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
D1	6	3				D1	10	5	2			D1	2	4	2		
D2	6	2		1		D2	12	5				D2	3	5			
D3	6	3				D3	7	9	1			D3	4	3	1		
D4	8	1				D4	16		1			D4	5	3			

Social Studies ST -1 Data

Sum	5	4				Sum	13	3	1			Sum	3	5			
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
D1	8	1				D1	14	2	1			D1	6		2		
D2	9					D2	16	1				D2	7	1			
D3	8	1				D3	17					D3	4	4			
D4	9					D4	16	1				D4	6	2			
Sum	9					Sum	16	1				Sum	6	2			
SP 2016						FA 2016						SP 2017					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
D1	14	2	3			D1	8					D1	8	5			
D2	8	11				D2	7	1				D2	3	9	1		
D3	11	8				D3	8					D3	8	4	1		
D4	17	2				D4	8					D4	11	2			
Sum	11	8				Sum	8					Sum	8	4	1		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
D1	17	2				D1	8					D1	10	3			
D2	16	3				D2	8					D2	7	6			
D3	16	3				D3	8					D3	13				
D4	19					D4	8					D4	13				
Sum	18	1				Sum	8					Sum	13				
Overall Rating Student Teaching																	
FA 2014					SP 2015					FA 2015							
Mid	Exemplary	Good	Satisfac	Unsatisfac	Mid	Exemplary	Good	Satisfac	Unsatisfac	Mid	Exemplary	Good	Satisfac	Unsatisfac			
Rating	2	6	1		Rating	4	12	1		Rating	1	4	3				
Final	Exemplary	Good	Satisfac	Unsatisfac	Final	Exemplary	Good	Satisfac	Unsatisfac	Final	Exemplary	Good	Satisfac	Rarely			

Social Studies ST -1 Data

Rating	8	1			Rating	15	2			Rating	5	3		
SP 2016					FA 2016					SP 2017				
Mid	Exemplary	Good	Satisfac	Unsatisfac	Mid	Exemplary	Good	Satisfac	Unsatisfac	Mid	Exemplary	Good	Satisfac	Unsatisfac
Rating	3	15	1		Rating		8			Rating	2	9	2	
Final	Exemplary	Good	Satisfac	Rarely	Final	Exemplary	Good	Satisfac	Rarely	Final	Exemplary	Good	Satisfac	Rarely
Rating	15	4			Rating	8				Rating	9	4		

Science ST-1 Data

Domain A: Planning and Preparing for Student Learning																	
FA 2014						SP 2015						FA 2015					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
A1		4				A1	6	9	2			A1	4	2	1		
A2	1	2	1			A2	3	7	7			A2	3	4			
A3	1	1	2			A3	3	3	7	1	3	A3	1	4	2		
A4	1	1	2			A4	8	8	1			A4	5	2			
A5	1	1	1	1		A5	7	9	1			A5	6	1			
A6		3	1			A6	4	10	3			A6	2	4	1		
A7	1	3				A7	6	9	2			A7	3	4			
Sum		3		1		Sum	3	9	5			Sum	1	6			
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
A1	3	1				A1	10	7				A1	7	1			
A2	3	1				A2	7	9	1			A2	6	2			
A3	3	1				A3	10	2	3		2	A3	4	3	1		
A4	3	1				A4	13	4				A4	8				
A5	2	1	1			A5	15	2				A5	7	1			
A6	2	1	1			A6	13	4				A6	5	3			
A7	2	2				A7	14	3				A7	6	2			
Sum	2	1	1			Sum	10	7				Sum	6	2			
SP 2016						FA 2016						SP 2017					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
A1	1	1	1			A1	1	3	1			A1	6	9	3		
A2	1		2			A2	1	2	2			A2	7	7	3		1
A3		1	2			A3		3	1	1		A3		7	6		5

Science ST-1 Data

A4	2	1				A4	2	3				A4	7	9	2		
A5	1	2				A5	3	2				A5	5	9	4		
A6		2	1			A6	3	2				A6	10	5	3		
A7	1	2				A7	1	2	2			A7	9	8	1		
Sum	1	1	1			Sum	1	3	1			Sum	4	10	4		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
A1	2		1			A1	2	2	1			A1	14	4			
A2	1	2				A2	2	3				A2	13	3	2		
A3	1	1	1			A3	2	2	1			A3	3	8	2	2	3
A4	3					A4	4	1				A4	15	2			1
A5	2	1				A5	4	1				A5	13	5			
A6	1	2				A6	5					A6	13	5			
A7	2	1				A7	3	2				A7	13	5			
Sum	1	2				Sum	2	3				Sum	11	7			

Domain B: Teaching																	
FA 2014						SP 2015						FA 2015					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
B1	1	1	2			B1	4	10	3			B1	5	2			
B2		4				B2	6	9	2			B2	3	3	1		
B3	1		3			B3	4	11	2			B3	3	3	1		
B4	1	2	1			B4		13	4			B4	4	2	1		
B5	2	1	1			B5	9	6	1			B5	4	3			
Sum		2	2			Sum	2	11	4			Sum	2	5			
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
B1	2	2				B1	12	5				B1	7	1			

Science ST-1 Data

B2	2	1	1			B2	11	5	1			B2	5	3			
B3	2	2				B3	11	6				B3	5	3			
B4	2	2				B4	8	9				B4	4	4			
B5	2	2				B5	14	3				B5	7		1		
Sum	1	3				Sum	10	7				Sum	5	3			
SP 2016						FA 2016						SP 2017					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
B1	1	2				B1	1	3	1			B1	5	11	2		
B2	1	2				B2		3	2			B2	8	6	4		
B3	1	1	1			B3	1	1	2		1	B3	6	9	3		
B4		2	1			B4	2		3			B4	3	13	2		
B5	1	2				B5	4	1				B5	12	4	2		
Sum	1	1	1			Sum	1	3	1			Sum	3	13	2		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
B1	1	2				B1	3	2				B1	11	6	1		
B2	1	2				B2	4	1				B2	12	5	1		
B3	1	2				B3	3	2				B3	11	5	2		
B4	1	1	1			B4	2	2	1			B4	9	7	2		
B5	1	2				B5	4	1				B5	15	2	1		
Sum	1	2				Sum	3	2				Sum	12	5	1		

Science ST-1 Data

Domain C: Analyzing Student Learning and Inquiring into Teaching																	
FA 2014						SP 2015						FA 2015					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
C1	1	2	1			C1	3	9	5			C1	2	5			
C2		4				C2	4	7	4	1	1	C2	4	1	2		
C3	2		1		1	C3	5	10	2			C3	3	4			
Sum		3	1			Sum	3	10	4			Sum	2	3	2		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
C1	2	2				C1	12	5				C1	4	4			
C2	1	3				C2	11	6				C2	4	4			
C3	4					C3	15	2				C3	6	1	1		
Sum	2	2				Sum	12	5				Sum	5	2	1		
SP 2016						FA 2016						SP 2017					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
C1	1	2				C1	1	3	1			C1	6	11	1		
C2	1	1	1			C2		3	2			C2	8	7	3		
C3	1	1	1			C3	1	4				C3	10	7			1
Sum	1	1	1			Sum		4	1			Sum	4	12	1	1	
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
C1	2	1				C1	3	1	1			C1	15	3			
C2	2	1				C2	3	2				C2	11	6	1		
C3	1	2				C3	3	2				C3	14	3	1		
Sum	2	1				Sum	3	2				Sum	14	3	1		

Science ST-1 Data

Domain D: Fulfilling Professional Responsibilities

Domain D: Fulfilling Professional Responsibilities																	
FA 2014						SP 2015						FA 2015					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
D1	1	1	1	1		D1	10	6	1			D1	6		1		
D2	1	2		1		D2	5	12				D2	5	1	1		
D3	2	1			1	D3	7	8	1	1		D3	5		1		1
D4	3				1	D4	11	6				D4	6	1			
Sum	2		1	1		Sum	10	5	2			Sum	5	1	1		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
D1	2	2				D1	12	5				D1	6	1	1		
D2	3	1				D2	15	1	1			D2	6	1	1		
D3	3	1				D3	14	3				D3	7		1		
D4	4					D4	17					D4	7	1			
Sum	3	1				Sum	15	2				Sum	7		1		
SP 2016						FA 2016						SP 2017					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
D1	3					D1	3	2				D1	12	4	2		
D2	1	1	1			D2	2	1	2			D2	6	9	3		
D3	2	1				D3	2		3			D3	9	8			1
D4	3					D4	4	1				D4	17	1			
Sum	2	1				Sum	2	1	2			Sum	8	9	1		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
D1	3					D1	3	2				D1	15	1	2		
D2	3					D2	4	1				D2	12	6			
D3	3					D3	2	2	1			D3	13	4	1		

Science ST-1 Data

D4	3					D4	5					D4	18				
Sum	3					Sum	3	2				Sum	16	2			

*Fall 2015 missing 1 mid-term

World Language ST – 1 Data

Domain A: Planning and Preparing for Student Learning																	
SP 2013						SP 2014						SP 2015					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
A1	1	12				A1		8	4			A1	2	6	3		
A2	3	10				A2	2	6	4			A2	3	5	1	2	
A3		6	7			A3		4	5		3	A3	1	1	7		2
A4	1	12				A4	5	5	2			A4	5	5	1		
A5	5	8				A5	1	9	2			A5	4	5	2		
A6	5	8				A6	4	5	2	1		A6	4	4	3		
A7	5	7	1			A7	6	2	3		1	A7	2	7	2		
Sum	2	9	2			Sum		9	3			Sum	1	6	4		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
A1	9	4				A1	6	5	1			A1	6	4	1		
A2	11	2				A2	7	5				A2	5	6			
A3	3	10				A3	1	7		1	3	A3	1	6	3		1
A4	10	3				A4	7	5				A4	6	5			
A5	13					A5	7	5				A5	8	2	1		
A6	11	2				A6	9	3				A6	8	2	1		
A7	10	3				A7	8	3	1			A7	5	6			
Sum	10	3				Sum	7	4	1			Sum	6	4	1		
SP 2016						SP 2017											
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA						
A1		8	2			A1		9	2								
A2		3	7			A2		6	5								
A3	1	2	7			A3		1	10								

World Language ST – 1 Data

A4		6	4			A4		10	1		
A5	1	7	2			A5		9			2
A6		5	5			A6	2	8	1		
A7		7	3			A7	1	8	2		
Sum		5	5			Sum		9	2		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
A1	4	7				A1		11			
A2	4	4	3			A2	3	7	1		
A3	4	2	5			A3		5	6		
A4	6	5				A4	4	7			
A5	7	3	1			A5	6	5			
A6	6	4	1			A6	6	4	1		
A7	5	5	1			A7	2	9			
Sum	5	6				Sum		10	1		

Domain B: Teaching

SP 2013						SP 2014						SP 2015					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
B1	1	11	1			B1	1	8	3			B1	2	7	2		
B2	1	12				B2		10	2			B2	2	4	5		
B3	3	7	3			B3	3	5	4			B3	2	5	4		
B4		11	2			B4	3	6	3			B4	1	4	5	1	
B5	9	3	1			B5	1	10	1			B5	4	3	3		1
Sum	1	11	1			Sum	2	7	3			Sum	1	5	5		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
B1	9	4				B1	7	4	1			B1	7	4			

World Language ST - 1 Data

B2	10	3				B2	7	5				B2	5	4	2		
B3	7	5	1			B3	9	2	1			B3	4	6	1		
B4	9	3	1			B4	8	3	1			B4	2	8	1		
B5	10	3				B5	9	3				B5	9	1	1		
Sum	8	4	1			Sum	9	2	1			Sum	5	5	1		

SP 2016						SP 2017											
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA						
B1	2	4	4			B1	2	8	1								
B2	1	5	4			B2		9	1		1						
B3		5	5			B3	1	8	2								
B4		5	4	1		B4		5	6								
B5	1	7	2			B5	3	7	1								
Sum		4	6			Sum		10	1								
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA						
B1	5	3	3			B1	3	7	1								
B2	6	5				B2	5	5	1								
B3	6	3	2			B3	4	6	1								
B4	4	5	2			B4	4	6	1								
B5	7	3	1			B5	7	4									
Sum	4	6	1			Sum	5	5	1								

World Language ST – 1 Data

Domain C: Analyzing Student Learning and Inquiring into Teaching																	
SP 2013						SP 2014						SP 2015					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
C1	1	12				C1	1	6	5			C1	3	6	2		
C2		13				C2		8	2		2	C2	2	5	3		1
C3	3	10				C3	3	8			1	C3	4	5	2		
Sum	1	12				Sum	1	9	2			Sum	1	8	2		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
C1	9	4				C1	8	4				C1	6	4	1		
C2	10	3				C2	7	4	1			C2	7	3	1		
C3	10	3				C3	9	2	1			C3	9	1	1		
Sum	10	3				Sum	9	3				Sum	8	2	1		

World Language ST – 1 Data

Domain C: Analyzing Student Learning and Inquiring into Teaching

SP 2016						SP 2017					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
C1		4	6			C1		5	6		
C2	1	1	5		3	C2					11
C3	2	4	4			C3	3	8			
Sum		4	6			Sum		10	1		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
C1	3	7	1			C1		10	1		
C2	4	6	1			C2		10	1		
C3	7	2	2			C3	8	3			
Sum	5	5	1			Sum		11			

Domain D: Fulfilling Professional Responsibilities

SP 2013						SP 2014						SP 2015					
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA
D1	10	2	1			D1	6	5	1			D1	5	4	1	1	
D2	2	11				D2	2	10				D2	4	4	2		1
D3	1	12				D3		9	3			D3	2	4	4		1
D4	13					D4	10	2				D4	10		1		
Sum	4	8	1			Sum	3	9				Sum	2	6	3		
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
D1	9	3	1			D1	7	5				D1	9	1		1	
D2	12	1				D2	9	3				D2	9	1	1		
D3	10	3				D3	11	1				D3	6	4	1		
D4	12	1				D4	12					D4	10		1		

World Language ST - 1 Data

Sum	12		1			Sum	9	3				Sum	10			1							
SP 2016						SP 2017																	
Mid	Consistently	Often	Some	Rarely	NA	Mid	Consistently	Often	Some	Rarely	NA												
D1	5	4	1			D1	5	5	1														
D2	3	5	2			D2	8	3															
D3	2	4	4			D3		11															
D4	9	1				D4	10	1															
Sum	1	8	1			Sum	5	6															
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA												
D1	8	1	2			D1	9	2															
D2	5	5	1			D2	10	1															
D3	4	6	1			D3	2	9															
D4	11					D4	11																
Sum	8	2	1			Sum	9	2															

*Spring 2016 is missing one mid-term.

Math ST -1 Data

Domain A: Planning and Preparing for Student Learning																	
FA 2013						SP 2014						FA 2014					
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
A1	12	2				A1	8					A1	11				
A2	13	1				A2	7	1				A2	10	1			
A5	13	1				A5	7	1				A5	11				
A6	9	5				A6	8					A6	8	3			
Sum	47	9				Sum	30	2				Sum	40	4			
SP 2015						FA 2015						SP 2016					
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
A1	9	1	1			A1	1					A1	10	1			
A2	9.5	1.5				A2		1				A2	9	2			
A5	9	2				A5	1					A5	11				
A6	8	3				A6	1					A6	10	1			
Sum	35.5	7.5	1			Sum	3	1				Sum	40	4			

Math ST -1 Data

Domain B: Teaching																	
FA 2013						SP 2014						FA 2014					
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
B1		12	2			B1	7	1				B1	9	2			
B2	12	2				B2	7	1				B2	9	2			
B4	11	3				B4	6	2				B4	10	1			
B5	13	1				B5	6	2				B5	9	2			
Sum	36	18	2			Sum	26	6				Sum	37	7			
SP 2015						FA 2015						SP 2016					
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
B1	5	6				B1		1				B1	7	4			
B2	9	1	1			B2	1					B2	9	2			
B4	6	5				B4		1				B4	8	3			
B5	8	3				B5	1					B5	10	1			
Sum	28	15	1			Sum	2	2				Sum	34	10			

Math ST -1 Data

Domain C: Analyzing Student Learning and Inquiring into Teaching

FA 2013						SP 2014						FA 2014					
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
C1	12	2				C1	8					C1	10	1			
C2	13	1				C2	6	2				C2	8	3			
Sum	25	3				Sum	14	2				Sum	18	4			
SP 2015						FA 2015						SP 2016					
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
C1	10	1				C1	1					C1	4	7			
C2	9	1	1			C2	1					C2	9	2			
Sum	19	2	1			Sum	2					Sum	13	9			

Math ST -1 Data

Domain D: Fulfilling Professional Responsibilities

Domain D: Fulfilling Professional Responsibilities																	
FA 2013						SP 2014						FA 2014					
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
D1	14					D1	8					D1	11				
D2	14					D2	7	1				D2	11				
D3	13	1				D3	8					D3	11				
Sum	41	1				Sum	23	1				Sum	33				
SP 2015						FA 2015						SP 2016					
Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA	Final	Consistently	Often	Some	Rarely	NA
D1	8	3				D1	1					D1	10	1			
D2	9	1	1			D2	1					D2	9	2			
D3	8	3				D3	1					D3	8	3			
Sum	25	7	1			Sum	3					Sum	27	6			
Overall Rating Student Teaching																	
FA 2013						SP 2014						FA 2014					
Final	Exemplary	Good	Satisfac	Unsatisfac		Final	Exemplary	Good	Satisfac	Unsatisfac		Final	Exemplary	Good	Satisfac	Rarely	
Rating	12	2				Rating	7	1				Rating	10	1			
SP 2015						FA 2015						SP 2016					
Final	Exemplary	Good	Satisfac	Rarely		Final	Exemplary	Good	Satisfac	Rarely		Final	Exemplary	Good	Satisfac	Rarely	
Rating	9	1	1			Rating	1					Rating	9	2			