Group Name	Rubric Criteria	DRF Name	N	Average	Overall
1. Contextual Factors and Student	B. Contextual Factors and Student	BACH-ECE	7	3.67	
Learning Adaptations	Learning Adaptations The Student Teacher				
10. Higher Order Thinking	Higher Order Thinking	BACH-ECE	7	3.56	
11. Significance of Learning Objectives	Significance of Learning Objectives	BACH-ECE	7	3.89	7
12. Multiple Teaching/Learning Strategies	Multiple Teaching/Learning Strategies: The Student Teacher uses a variety of	BACH-ECE	7	3.67	
13. Active Inquiry	Active Inquiry: The Student Teacher understands central concepts, tools of inquiry,	BACH-ECE	7	3.56	
14. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Student Teacher understands how	BACH-ECE	7	3.56	
15. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Student Teacher understands how	BACH-ECE	7	3.67	
16. Technology	Technology: The Student Teacher uses media communication techniques to support	BACH-ECE	7	3.67	
17. Integration Across And Integration Within Content Fields	C.1 Integration Across and Integration Within Content Fields	BACH-ECE	7	3.44	
18. Integration of Critical Thinking Strategies	C.2 Integration of Critical Thinking Strategies	BACH-ECE	7	3.56	
19. Integration of Literacy Strategies	C.3 Integration of Literacy Strategies	BACH-ECE	7	3.33	
2. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-ECE	7	3.33	
3. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-ECE	7	3.44	7
4. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-ECE	7	3.33	1
5. Evaluation of Instruction	5.B Evaluation of Instruction (Observation of Instruction Forms)	BACH-ECE	7	3.89	
6. Evaluation of Instruction	5.B Evaluation of Instruction (Observation of Instruction Forms)	BACH-ECE	7	4	
7. Reflection on Instruction	5.C Reflection on Instruction	BACH-ECE	7	3.56	

8. Reflection on Instruction	5.C Reflection on Instruction	BACH-ECE	7	3.22
9. Alignment to State and Professional	Alignment to Common Core, state and	BACH-ECE	7	3.89
Standards	professional standards			
1. Contextual Factors and Student	B. Contextual Factors and Student	BACH-ELEM	10	3.74
Learning Adaptations	Learning Adaptations The Student Teacher			
10. Higher Order Thinking	Higher Order Thinking	BACH-ELEM	10	3.42
11. Significance of Learning Objectives	Significance of Learning Objectives	BACH-ELEM	10	3.89
12. Multiple Teaching/Learning Strategies	Multiple Teaching/Learning Strategies: The Student Teacher uses a variety of	BACH-ELEM	10	3.63
13. Active Inquiry	Active Inquiry: The Student Teacher understands central concepts, tools of inquiry,	BACH-ELEM	10	3.53
14. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Student Teacher understands how	BACH-ELEM	10	3.37
15. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Student Teacher understands how	BACH-ELEM	10	3.47
16. Technology	Technology: The Student Teacher uses media communication techniques to support	BACH-ELEM	10	3.42
17. Integration Across And Integration	C.1 Integration Across and Integration Within Content Fields	BACH-ELEM	10	3.21
Within Content Fields 18. Integration of Critical Thinking	C.2 Integration of Critical Thinking Strategies	BACH-ELEM	10	3.16
Strategies				
19. Integration of Literacy Strategies	C.3 Integration of Literacy Strategies	BACH-ELEM	10	3.42
2. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-ELEM	10	3.95
3. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-ELEM	10	3.47
4. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-ELEM	10	3.63
5. Evaluation of Instruction	5.B Evaluation of Instruction (Observation of Instruction Forms)	BACH-ELEM	10	3.95
6. Evaluation of Instruction	5.B Evaluation of Instruction (Observation of Instruction Forms)	BACH-ELEM	10	3.95

7. Reflection on Instruction	5.C Reflection on Instruction	BACH-ELEM	10	3.63
8. Reflection on Instruction	5.C Reflection on Instruction	BACH-ELEM	10	3.26
9. Alignment to State and Professional	Alignment to Common Core, state and	BACH-ELEM	10	3.63
Standards	professional standards			
1. Contextual Factors and Student	B. Contextual Factors and Student	BACH-HPE	2	3
Learning Adaptations	Learning Adaptations The Student Teacher			
10. Higher Order Thinking	Higher Order Thinking	BACH-HPE	2	3.5
11. Significance of Learning Objectives	Significance of Learning Objectives	BACH-HPE	2	4
12. Multiple Teaching/Learning Strategies	Multiple Teaching/Learning Strategies: The Student Teacher uses a variety of	BACH-HPE	2	3
13. Active Inquiry	Active Inquiry: The Student Teacher understands central concepts, tools of inquiry,		2	3.5
14. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Student Teacher understands how	BACH-HPE	2	3.5
15. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Student Teacher understands how	BACH-HPE	2	3.5
16. Technology	Technology: The Student Teacher uses media communication techniques to support	BACH-HPE	2	3
17. Integration Across And Integration Within Content Fields	C.1 Integration Across and Integration Within Content Fields	BACH-HPE	2	2.5
18. Integration of Critical Thinking Strategies	C.2 Integration of Critical Thinking Strategies	BACH-HPE	2	3.5
19. Integration of Literacy Strategies	C.3 Integration of Literacy Strategies	BACH-HPE	2	3
2. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-HPE	2	2.5
3. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-HPE	2	2.5
4. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-HPE	2	2.5
5. Evaluation of Instruction	5.B Evaluation of Instruction (Observation of Instruction Forms)	BACH-HPE	2	4

6. Evaluation of Instruction	5.B Evaluation of Instruction (Observation of	BACH-HPE	2	4
	Instruction Forms)			
7. Reflection on Instruction	5.C Reflection on Instruction	BACH-HPE	2	3.5
8. Reflection on Instruction	5.C Reflection on Instruction	BACH-HPE	2	3.5
9. Alignment to State and Professional Standards	Alignment to Common Core, state and professional standards	BACH-HPE	2	4
Contextual Factors and Student Learning Adaptations	B. Contextual Factors and Student Learning Adaptations The Student Teacher	BACH-MUED	12	3.6
10. Higher Order Thinking	Higher Order Thinking	BACH-MUED	12	3.6
11. Significance of Learning Objectives	Significance of Learning Objectives	BACH-MUED	12	4
12. Multiple Teaching/Learning Strategies	Multiple Teaching/Learning Strategies: The Student Teacher uses a variety of	BACH-MUED	12	3.4
13. Active Inquiry	Active Inquiry: The Student Teacher understands central concepts, tools of inquiry,	BACH-MUED	12	3.2
14. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Student Teacher understands how	BACH-MUED	12	3.4
15. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Student Teacher understands how	BACH-MUED	12	3.4
16. Technology	Technology: The Student Teacher uses media communication techniques to support	BACH-MUED	12	4
17. Integration Across And Integration Within Content Fields	C.1 Integration Across and Integration Within Content Fields	BACH-MUED	12	3.6
18. Integration of Critical Thinking Strategies	C.2 Integration of Critical Thinking Strategies	BACH-MUED	12	3.2
19. Integration of Literacy Strategies	C.3 Integration of Literacy Strategies	BACH-MUED	12	3.4
2. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-MUED	12	3.8
3. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-MUED	12	3.6
4. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-MUED	12	3.4

F. Francisco of Instruction	If D Evaluation of Instruction / Observation of	IDACH MUED	140	10.0
5. Evaluation of Instruction	5.B Evaluation of Instruction (Observation of Instruction Forms)	BACH-MUED	12	3.6
	,			
6. Evaluation of Instruction	5.B Evaluation of Instruction (Observation of	BACH-MUED	12	4
	Instruction Forms)			
7. Reflection on Instruction	5.C Reflection on Instruction	BACH-MUED	12	3.8
8. Reflection on Instruction	5.C Reflection on Instruction	BACH-MUED	12	3.8
9. Alignment to State and Professional	Alignment to Common Core, state and	BACH-MUED	12	4
Standards	professional standards			
1. Contextual Factors and Student	B. Contextual Factors and Student	BACH-SEC	8	3.71
Learning Adaptations	Learning Adaptations The Student Teacher			
10. Higher Order Thinking	Higher Order Thinking	BACH-SEC	8	3.86
11. Significance of Learning Objectives	Significance of Learning Objectives	BACH-SEC	8	4
12. Multiple Teaching/Learning Strategies	Multiple Teaching/Learning Strategies: The	BACH-SEC	8	4
	Student Teacher uses a variety of			
13. Active Inquiry	Active Inquiry: The Student Teacher	BACH-SEC	8	3.86
	understands central concepts, tools of inquiry,			
14. Adaptations to Meet the Needs of All	Adaptations to Meet the Needs of All Learner:	BACH-SEC	8	4
Learners	The Student Teacher understands how			
15. Adaptations to Meet the Needs of All	Adaptations to Meet the Needs of All Learner:	BACH-SEC	8	3.71
Learners	The Student Teacher understands how			
16. Technology	Technology: The Student Teacher uses	BACH-SEC	8	3.71
	media communication techniques to support			
17. Integration Across And Integration	C.1 Integration Across and Integration Within	BACH-SEC	8	3.43
Within Content Fields	Content Fields			
18. Integration of Critical Thinking	C.2 Integration of Critical Thinking Strategies	BACH-SEC	8	3.86
Strategies				
19. Integration of Literacy Strategies	C.3 Integration of Literacy Strategies	BACH-SEC	8	3.71
2. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-SEC	8	3.71
3. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-SEC	8	3.29
10	1	1	ľ	155
_				

4. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-SEC	8	3.57
5. Evaluation of Instruction	5.B Evaluation of Instruction (Observation of Instruction Forms)		8	3.57
6. Evaluation of Instruction	5.B Evaluation of Instruction (Observation of Instruction Forms)	BACH-SEC	8	4
7. Reflection on Instruction	5.C Reflection on Instruction	BACH-SEC	8	2.86
8. Reflection on Instruction	5.C Reflection on Instruction	BACH-SEC	8	2.86
Alignment to State and Professional Standards	Alignment to Common Core, state and professional standards	BACH-SEC	8	3.86
Contextual Factors and Student Learning Adaptations	1.A Contextual Factors and Student Learning Adaptations	MAT-ECE	7	3.76
10. Higher Order Thinking	Higher Order Thinking	MAT-ECE	7	3.29
11. Significance of Learning Objectives	Significance of Learning Outcomes/ Objectives	MAT-ECE	7	3.56
12. Multiple Teaching/Learning Strategies	Multiple Teaching/Learning Strategies: The Intern uses a variety of instructional	MAT-ECE	7	3.71
13. Active Inquiry	Active Inquiry: The intern understands central concepts, tools of inquiry, & structure of the	MAT-ECE	7	3.59
14. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Intern understands how students differ in	MAT-ECE	7	3.35
15. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Intern understands how students differ in	MAT-ECE	7	3.35
16. Technology	Technology: The Intern uses media communication techniques to support	MAT-ECE	7	3.53
17. Integration Across And Integration Within Content Fields	C.1 Integration Across and Integration Within Content Fields		7	3.53
18. Integration of Critical Thinking Strategies	C.2 Integration of Critical Thinking Strategies	MAT-ECE	7	3.47
19. Integration of Literacy Strategies	C.3 Integration of Literacy Strategies	MAT-ECE	7	3.47
2. Planning for Instruction	1.B Planning for Instruction	MAT-ECE	7	3.65

3. Planning for Instruction	1.B Planning for Instruction	MAT-ECE	7	3.24
4. Planning for Instruction	1.B Planning for Instruction	MAT-ECE	7	3.35
5. Evaluation of Instruction	Evaluation of Instruction	MAT-ECE	7	3.53
6. Evaluation of Instruction	Evaluation of Instruction	MAT-ECE	7	3.65
7. Reflection on Instruction	Reflection on Instruction	MAT-ECE	7	3.18
8. Reflection on Instruction	Reflection on Instruction	MAT-ECE	7	2.94
9. Alignment to State and Professional Standards	Alignment to state and professional standards	MAT-ECE	7	3.59
Contextual Factors and Student Learning Adaptations	1.A Contextual Factors and Student Learning Adaptations	MAT-ELEM	6	3.5
10. Higher Order Thinking	Higher Order Thinking	MAT-ELEM	6	2.95
11. Significance of Learning Objectives	Significance of Learning Outcomes/ Objectives	MAT-ELEM	6	3.55
12. Multiple Teaching/Learning Strategies	Multiple Teaching/Learning Strategies: The Intern uses a variety of instructional	MAT-ELEM	6	3.5
13. Active Inquiry	Active Inquiry: The intern understands central concepts, tools of inquiry, & structure of the	MAT-ELEM	6	3.35
14. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Intern understands how students differ in	MAT-ELEM	6	3.25
15. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Intern understands how students differ in	MAT-ELEM	6	3.25
16. Technology	Technology: The Intern uses media communication techniques to support	MAT-ELEM	6	3.47
17. Integration Across And Integration Within Content Fields	C.1 Integration Across and Integration Within Content Fields	MAT-ELEM	6	3.2
18. Integration of Critical Thinking Strategies	C.2 Integration of Critical Thinking Strategies	MAT-ELEM	6	3.1
19. Integration of Literacy Strategies	C.3 Integration of Literacy Strategies	MAT-ELEM	6	3.25

2. Planning for Instruction	1.B Planning for Instruction	MAT-ELEM	6	3.25
				1.20
3. Planning for Instruction	1.B Planning for Instruction	MAT-ELEM	6	3
4. Planning for Instruction	1.B Planning for Instruction	MAT-ELEM	6	2.85
5. Evaluation of Instruction	Evaluation of Instruction	MAT-ELEM	6	3.5
6. Evaluation of Instruction	Evaluation of Instruction	MAT-ELEM	6	3.55
7. Reflection on Instruction	Reflection on Instruction	MAT-ELEM	6	3.25
8. Reflection on Instruction	Reflection on Instruction	MAT-ELEM	6	3.2
9. Alignment to State and Professional Standards	Alignment to state and professional standards	MAT-ELEM	6	3.6
Contextual Factors and Student	1.A Contextual Factors and Student Learning	MAT-SEC	20	3
Learning Adaptations	Adaptations			
10. Higher Order Thinking	Higher Order Thinking	MAT-SEC	20	2.5
11. Significance of Learning Objectives	Significance of Learning Outcomes/ Objectives	MAT-SEC	20	4
12. Multiple Teaching/Learning Strategies	Multiple Teaching/Learning Strategies: The Intern uses a variety of instructional	MAT-SEC	20	2.5
13. Active Inquiry	Active Inquiry: The intern understands central concepts, tools of inquiry, & structure of the	MAT-SEC	20	3
14. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Intern understands how students differ in	MAT-SEC	20	3
15. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Intern understands how students differ in	MAT-SEC	20	2.5
16. Technology	Technology: The Intern uses media communication techniques to support	MAT-SEC	20	3.5
17. Integration Across And Integration Within Content Fields	C.1 Integration Across and Integration Within Content Fields	MAT-SEC	20	3
18. Integration of Critical Thinking Strategies	C.2 Integration of Critical Thinking Strategies	MAT-SEC	20	3

19. Integration of Literacy Strategies	C.3 Integration of Literacy Strategies	MAT-SEC	20	2.5
2. Planning for Instruction	1.B Planning for Instruction	MAT-SEC	20	2.5
3. Planning for Instruction	1.B Planning for Instruction	MAT-SEC	20	2
4. Planning for Instruction	1.B Planning for Instruction	MAT-SEC	20	2.5
5. Evaluation of Instruction	Evaluation of Instruction	MAT-SEC	20	2
6. Evaluation of Instruction	Evaluation of Instruction	MAT-SEC	20	2.5
7. Reflection on Instruction	Reflection on Instruction	MAT-SEC	20	2.5
8. Reflection on Instruction	Reflection on Instruction	MAT-SEC	20	2.5
Alignment to State and Professional Standards	Alignment to state and professional standards	MAT-SEC	20	4
Contextual Factors and Student Learning Adaptations	1.A Contextual Factors and Student Learning Adaptations	MAT-SPED	12	3.74
10. Higher Order Thinking	Higher Order Thinking	MAT-SPED	12	3.05
11. Significance of Learning Objectives	Significance of Learning Outcomes/ Objectives	MAT-SPED	12	3.63
12. Multiple Teaching/Learning Strategies	Multiple Teaching/Learning Strategies: The Intern uses a variety of instructional	MAT-SPED	12	3.63
13. Active Inquiry	Active Inquiry: The intern understands central concepts, tools of inquiry, & structure of the	MAT-SPED	12	3.42
14. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Intern understands how students differ in	MAT-SPED	12	3.68
15. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Intern understands how students differ in	MAT-SPED	12	3.58
16. Technology	Technology: The Intern uses media communication techniques to support	MAT-SPED	12	3.53
17. Integration Across And Integration Within Content Fields	C.1 Integration Across and Integration Within Content Fields	MAT-SPED	12	3.32

18. Integration of Critical Thinking	C.2 Integration of Critical Thinking Strategies	MAT-SPED	12	3.32
Strategies				
19. Integration of Literacy Strategies	C.3 Integration of Literacy Strategies	MAT-SPED	12	3.42
2. Planning for Instruction	1.B Planning for Instruction	MAT-SPED	12	3.37
3. Planning for Instruction	1.B Planning for Instruction	MAT-SPED	12	3.37
4. Planning for Instruction	1.B Planning for Instruction	MAT-SPED	12	3.32
5. Evaluation of Instruction	Evaluation of Instruction	MAT-SPED	12	3.79
6. Evaluation of Instruction	Evaluation of Instruction	MAT-SPED	12	3.79
7. Reflection on Instruction	Reflection on Instruction	MAT-SPED	12	3.47
8. Reflection on Instruction	Reflection on Instruction	MAT-SPED	12	3.42
Alignment to State and Professional Standards	Alignment to state and professional standards	MAT-SPED	12	3.84
Contextual Factors and Student Learning Adaptations	1.A Contextual Factors and Student Learning Adaptations	PREP-ELEM	4	3.25
10. Higher Order Thinking	Higher Order Thinking	PREP-ELEM	4	3.25
11. Significance of Learning Objectives	Significance of Learning Outcomes/ Objectives	PREP-ELEM	4	3.47
12. Multiple Teaching/Learning Strategies	Multiple Teaching/Learning Strategies: The Intern uses a variety of instructional	PREP-ELEM	4	3.2
13. Active Inquiry	Active Inquiry: The intern understands central concepts, tools of inquiry, & structure of the	PREP-ELEM	4	3.1
14. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Intern understands how students differ in	PREP-ELEM	4	3.25
15. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Intern understands how students differ in	PREP-ELEM	4	3.25
16. Technology	Technology: The Intern uses media communication techniques to support	PREP-ELEM	4	3

17. Integration Across And Integration	C.1 Integration Across and Integration Within	PREP-ELEM	4	2.85
Within Content Fields	Content Fields		'	2.00
18. Integration of Critical Thinking	C.2 Integration of Critical Thinking Strategies	PREP-ELEM	4	3.5
Strategies	one integration of children than any children		'	
19. Integration of Literacy Strategies	C.3 Integration of Literacy Strategies	PREP-ELEM	4	3.55
2. Planning for Instruction	1.B Planning for Instruction	PREP-ELEM	4	3.25
3. Planning for Instruction	1.B Planning for Instruction	PREP-ELEM	4	3.2
4. Planning for Instruction	1.B Planning for Instruction	PREP-ELEM	4	3.6
5. Evaluation of Instruction	Evaluation of Instruction	PREP-ELEM	4	3
6. Evaluation of Instruction	Evaluation of Instruction	PREP-ELEM	4	2.5
7. Reflection on Instruction	Reflection on Instruction	PREP-ELEM	4	4
8. Reflection on Instruction	Reflection on Instruction	PREP-ELEM	4	2.5
9. Alignment to State and Professional Standards	Alignment to state and professional standards	PREP-ELEM	4	3
Contextual Factors and Student Learning Adaptations	1.A Contextual Factors and Student Learning Adaptations	PRE-SEC	5	3.25
10. Higher Order Thinking	Higher Order Thinking	PRE-SEC	5	3
11. Significance of Learning Objectives	Significance of Learning Outcomes/ Objectives	PRE-SEC	5	2.85
12. Multiple Teaching/Learning Strategies	Multiple Teaching/Learning Strategies: The Intern uses a variety of instructional	PRE-SEC	5	3.5
13. Active Inquiry	Active Inquiry: The intern understands central	PRE-SEC	5	3.55
14. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Intern understands how students differ in	PRE-SEC	5	3.25
15. Adaptations to Meet the Needs of All	Adaptations to Meet the Needs of All Learner:	PRE-SEC	5	3.2
13. Active Inquiry 14. Adaptations to Meet the Needs of All Learners	Intern uses a variety of instructional Active Inquiry: The intern understands central concepts, tools of inquiry, & structure of the Adaptations to Meet the Needs of All Learner: The Intern understands how students differ in	PRE-SEC	5	3.55

16. Technology	Technology: The Intern uses media	PRE-SEC	5	3.6
	communication techniques to support			
17. Integration Across And Integration		PRE-SEC	5	3
Within Content Fields	Content Fields			
18. Integration of Critical Thinking	C.2 Integration of Critical Thinking Strategies	PRE-SEC	5	2.5
Strategies				
19. Integration of Literacy Strategies	C.3 Integration of Literacy Strategies	PRE-SEC	5	4
2. Planning for Instruction	1.B Planning for Instruction	PRE-SEC	5	2.5
3. Planning for Instruction	1.B Planning for Instruction	PRE-SEC	5	3
4. Planning for Instruction	1.B Planning for Instruction	PRE-SEC	5	3
5. Evaluation of Instruction	Evaluation of Instruction	PRE-SEC	5	2.5
6. Evaluation of Instruction	Evaluation of Instruction	PRE-SEC	5	3.5
7. Reflection on Instruction	Reflection on Instruction	PRE-SEC	5	3
8. Reflection on Instruction	Reflection on Instruction	PRE-SEC	5	3
Alignment to State and Professional Standards	Alignment to state and professional standards	PRE-SEC	5	2.5

Lesson Planning

Criteria	Path	S16				F16				\$17			
		N	Mean	Mean Lower Boundary	Mean Upper Boundary	N	Mean	Mean Lower Boundary	Mean Upper Boundary	N	Mean	Mean Lower Boundary	Mean Upper Boundary
Contextual Factors and Student Learning Adaptations	BACH	32	3.69	3.50	4.00	22	3.50	3.00	4.00	19	3.37	3.00	4.00
	MAT	26	3.54	3.00	3.75	14	3.43	2.67	4.00	7	3.72	3.00	4.00
	PREP	-		-	-		-	-	-	-	-	-	-
2. Planning for Instruction (Application of Content)	BACH	32	3.72	3.58	3.00	22	3.50	3.00	3.00	19	3.37	2.50	3.00
	MAT	26	3.35	3.00	3.75	14	3.36	2.50	4.00	7	3.57	3.00	4.00
	PREP	-	-	-	-	-	-	-	-	-	-	-	-
3. Planning for Instruction (Critical Thinking)	BACH	32	3.63	2.00	3.25	22	3.18	2.00	3.25	19	2.63	1.50	3.25
	MAT	26	3.31	3.00	3.50	14	3.29	3.00	3.75	7	3.29	3.00	4.00
	PREP	-	-	-	-	-	-	-	-	-	-	-	-
4. Planning for Instruction (Instructional Opportunities)	BACH	32	3.38	3.00	2.50	22	3.18	2.00	2.50	22	3.18	2.00	2.50
	MAT	26	3.00	2.93	3.17	14	2.64	2.25	3.00	7	3.29	2.00	4.00
	PREP	-	-	-	-		-	-	-	-	-	-	-
5. Evaluation of Instruction (Observations)	BACH	32	3.81	3.50	2.50	22	3.68	3.33	2.50	22	3.68	3.33	2.50
	MAT	26	3.58	3.25	3.83	14	3.36	2.67	3.75	7	4.00	4.00	4.00
	PREP	-	-	-	-	-	-	-	-	-	-	-	-
6. Evaluation of Instruction (Single Subject)	BACH	32	3.94	3.82	2.50	22	3.86	3.67	2.50	22	3.86	3.67	2.50
	MAT	26	3.54	3.25	4.00	14	3.57	2.67	4.00	7	4.00	4.00	4.00
	PREP	-	-	-	-	-	-	-	-	-	-	-	-
7. Reflection on Instruction (Self-Evaluation)	BACH	32	3.75	3.67	3.00	22	3.23	2.33	3.00	22	3.23	2.33	3.00
	MAT	26	3.08	3.00	3.25	14	2.71	2.00	3.00	7	3.28	2.00	4.00
	PREP	-	-	-	-			-	-		-	-	-
8. Reflection on Instruction (Improvement)	BACH	32	3.47	3.00	3.67	22	2.82	2.33	3.14	22	2.82	2.33	3.14
	MAT	26	3.08	3.00	3.25	14	2.72	2.00	3.00	7	2.86	2.00	4.00
	PREP	-	5.00	5.00	-	14	2.12	2.00	5.00	,	2.00	2.00	4.00
9. Alignment to State and Professional Standards 10. Higher Order Thinking	BACH	32	3.88	3.75	4.00	22	3.41	3.00	4.00	22	3.41	3.00	4.00
	MAT	26	3.54	2.50	3.75	14	3.93	3.75	4.00	7	3.86	3.50	4.00
	PREP	20		2.50	3.73	-	3.93	3.73	4.00	-	3.00	3.50	4.00
	BACH	32	3.34	3.00	4.00	22	2.82	2.00	3.33	19	3.05	2.00	3.67
	MAT	26	3.04	2.50	3.25	14	3.07	1.50	4.00	7	3.14	2.00	4.00
	PREP	- 20		2.50	3.25	- 14	3.07			-	3.14	2.00	4.00
44 Cinnificance of Learning Objections			- 275					-	-				
11. Significance of Learning Objectives	BACH	32	3.75	3.50	4.00	22	3.59	3.00	4.00	19 7	3.69	3.00	4.00
	MAT	26	3.54	3.17	3.71	14	3.36	2.00	3.75		3.71	3.00	4.00
	PREP			-	-	-	-	-	-		-	-	
12. Multiple Teaching/Learning Strategies	BACH	32	3.69	3.00	4.00	22	3.32	3.00	4.00	19	3.53	3.00	4.00
	MAT	26	3.27	2.50	3.75	14	3.36	2.50	4.00	7	3.86	3.67	4.00
	PREP		-		-	-		-	-	-	-	-	
13. Active Inquiry	BACH	32	3.54	3.00	4.00	22	3.08	2.83	3.43	19	3.00	2.00	3.67
	MAT	26	3.23	2.50	3.33	14	2.57	1.50	4.00	7	3.14	3.00	3.33
	PREP	-	-	-	-	-	<u> </u>	-	-	-	-	-	-
14. Adapations to Meet the Needs of All Learners (Differences)	BACH	32	3.45	3.00	3.67	22	3.53	2.67	4.00	19	3.21	2.50	4.00
	MAT	26	3.16	2.50	3.67	14	3.07	2.50	4.00	7	3.43	3.00	4.00
	PREP	-	-	-	-	-	-	-	-	-	-	-	-
15. Adaptations to Meet the Needs of All Learners (Instruction)	BACH	32	3.38	3.00	3.67	22	3.14	2.50	4.00	19	2.90	2.00	4.00
	MAT	26	3.04	2.50	3.33	14	2.79	2.50	3.00	7	3.29	3.00	4.00
	PREP	-	-	-	-		-	-	-	-	-	-	-
16. Technology	BACH	32	3.47	2.50	3.82	22	3.45	3.00	4.00	19	3.26	2.00	4.00
	MAT	26	3.08	2.50	3.25	14	3.22	2.50	4.00	7	3.57	3.00	4.00
	PREP	-	-	-	-	-	-	-	-	-	-	-	-
17. Integration Across and Integration Within Content Fields	BACH	32	3.28	2.50	3.73	22	3.32	2.67	4.00	19	2.95	2.00	4.00
	MAT	26	3.31	3.00	3.75	0	0.00	2.50	4.00	7	3.43	2.00	4.00
	PREP	-	-	-	-	-	-	-	-	-	-	-	-
18. Integration of Critical Thinking Strategies	BACH	32	3.41	2.00	3.73	22	3.27	3.00	3.67	19	3.00	2.00	3.67
	MAT	26	3.23	3.00	3.75	0	0.00	2.00	4.00	7	3.29	2.00	4.00
	PREP	-	-	-	-	-	-	-	-	-	-	-	-
19. Intergration of Literacy Strategies	BACH	32	3.38	1.50	4.00	22	3.23	2.00	3.71	19	2.95	2.00	3.67
10. Intergration of Energy offategres	MAT	26	3.27	2.50	3.75	0	0.00	2.33	4.00	7	3.43	2.00	4.00