

## 2018-2019 Lesson Planning Data

Group Name	Rubric Criteria	DRF Name	N	Average	Overall
<b>1. Contextual Factors and Student Learning Adaptations</b>	2. B. Contextual Factors and Student Learning Adaptations The Student Teacher	BACH-ECE	4	3.75	
<b>10. Higher Order Thinking</b>	Higher Order Thinking	BACH-ECE	4	3.25	
<b>11. Significance of Learning Objectives</b>	Significance of Learning Objectives	BACH-ECE	4	4.00	
<b>12. Multiple Teaching/Learning Strategies</b>	Multiple Teaching/Learning Strategies: The Student Teacher uses a variety of	BACH-ECE	4	3.75	
<b>13. Active Inquiry</b>	Active Inquiry: The Student Teacher understands central concepts, tools of	BACH-ECE	4	4.00	
<b>14. Adaptations to Meet the Needs of All Learners</b>	Adaptations to Meet the Needs of All Learner: The Student Teacher understands	BACH-ECE	4	3.25	
<b>15. Adaptations to Meet the Needs of All Learners</b>	Adaptations to Meet the Needs of All Learner: The Student Teacher understands	BACH-ECE	4	3.00	
<b>16. Technology</b>	Technology: The Student Teacher uses media communication techniques to support	BACH-ECE	4	3.00	
<b>17. Integration Across And Integration Within Content Fields</b>	C.1 Integration Across and Integration Within Content Fields	BACH-ECE	4	3.50	
<b>18. Integration of Critical Thinking Strategies</b>	C.2 Integration of Critical Thinking Strategies	BACH-ECE	4	3.75	
<b>19. Integration of Literacy Strategies</b>	C.3 Integration of Literacy Strategies	BACH-ECE	4	4.00	
<b>2. Planning for Instruction</b>	5.A Planning for Instruction ( Lesson Plans)	BACH-ECE	4	3.75	
<b>3. Planning for Instruction</b>	5.A Planning for Instruction ( Lesson Plans)	BACH-ECE	4	3.75	
<b>4. Planning for Instruction</b>	5.A Planning for Instruction ( Lesson Plans)	BACH-ECE	4	3.75	
<b>5. Evaluation of Instruction</b>	5.B Evaluation of Instruction ( Observation of Instruction Forms)	BACH-ECE	4	4.00	
<b>6. Evaluation of Instruction</b>	5.B Evaluation of Instruction ( Observation of Instruction Forms)	BACH-ECE	4	3.75	
<b>7. Reflection on Instruction</b>	5.C Reflection on Instruction	BACH-ECE	4	3.75	
<b>8. Reflection on Instruction</b>	5.C Reflection on Instruction	BACH-ECE	4	4.00	
<b>9. Alignment to State and Professional Standards</b>	Alignment to Common Core, state and professional standards	BACH-ECE	4	3.50	

2018-2019 Lesson Planning Data

<b>1. Contextual Factors and Student Learning Adaptations</b>	2. B. Contextual Factors and Student Learning Adaptations The Student Teacher	BACH-ELEM	17	3.53
<b>10. Higher Order Thinking</b>	Higher Order Thinking	BACH-ELEM	17	3.21
<b>11. Significance of Learning Objectives</b>	Significance of Learning Objectives	BACH-ELEM	17	3.68
<b>12. Multiple Teaching/Learning Strategies</b>	Multiple Teaching/Learning Strategies: The Student Teacher uses a variety of	BACH-ELEM	17	3.61
<b>13. Active Inquiry</b>	Active Inquiry: The Student Teacher understands central concepts, tools of	BACH-ELEM	17	3.45
<b>14. Adaptations to Meet the Needs of All Learners</b>	Adaptations to Meet the Needs of All Learner: The Student Teacher understands	BACH-ELEM	17	3.61
<b>15. Adaptations to Meet the Needs of All Learners</b>	Adaptations to Meet the Needs of All Learner: The Student Teacher understands	BACH-ELEM	17	3.45
<b>16. Technology</b>	Technology: The Student Teacher uses media communication techniques to support	BACH-ELEM	17	3.61
<b>17. Integration Across And Integration Within Content Fields</b>	C.1 Integration Across and Integration Within Content Fields	BACH-ELEM	17	3.61
<b>18. Integration of Critical Thinking Strategies</b>	C.2 Integration of Critical Thinking Strategies	BACH-ELEM	17	3.37
<b>19. Integration of Literacy Strategies</b>	C.3 Integration of Literacy Strategies	BACH-ELEM	17	3.37
<b>2. Planning for Instruction</b>	5.A Planning for Instruction ( Lesson Plans)	BACH-ELEM	17	3.53
<b>3. Planning for Instruction</b>	5.A Planning for Instruction ( Lesson Plans)	BACH-ELEM	17	3.45
<b>4. Planning for Instruction</b>	5.A Planning for Instruction ( Lesson Plans)	BACH-ELEM	17	3.29
<b>5. Evaluation of Instruction</b>	5.B Evaluation of Instruction ( Observation of Instruction Forms)	BACH-ELEM	17	3.61
<b>6. Evaluation of Instruction</b>	5.B Evaluation of Instruction ( Observation of Instruction Forms)	BACH-ELEM	17	3.61
<b>7. Reflection on Instruction</b>	5.C Reflection on Instruction	BACH-ELEM	17	3.53
<b>8. Reflection on Instruction</b>	5.C Reflection on Instruction	BACH-ELEM	17	3.45
<b>9. Alignment to State and Professional Standards</b>	Alignment to Common Core, state and professional standards	BACH-ELEM	17	3.84

2018-2019 Lesson Planning Data

<b>1. Contextual Factors and Student Learning Adaptations</b>	2. B. Contextual Factors and Student Learning Adaptations The Student Teacher	BACH-HPE	8	4.00
<b>10. Higher Order Thinking</b>	Higher Order Thinking	BACH-HPE	8	4.00
<b>11. Significance of Learning Objectives</b>	Significance of Learning Objectives	BACH-HPE	8	3.88
<b>12. Multiple Teaching/Learning Strategies</b>	Multiple Teaching/Learning Strategies: The Student Teacher uses a variety of	BACH-HPE	8	4.00
<b>13. Active Inquiry</b>	Active Inquiry: The Student Teacher understands central concepts, tools of	BACH-HPE	8	3.88
<b>14. Adaptations to Meet the Needs of All Learners</b>	Adaptations to Meet the Needs of All Learner: The Student Teacher understands	BACH-HPE	8	4.00
<b>15. Adaptations to Meet the Needs of All Learners</b>	Adaptations to Meet the Needs of All Learner: The Student Teacher understands	BACH-HPE	8	4.00
<b>16. Technology</b>	Technology: The Student Teacher uses media communication techniques to support	BACH-HPE	8	3.25
<b>17. Integration Across And Integration Within Content Fields</b>	C.1 Integration Across and Integration Within Content Fields	BACH-HPE	8	4.00
<b>18. Integration of Critical Thinking Strategies</b>	C.2 Integration of Critical Thinking Strategies	BACH-HPE	8	4.00
<b>19. Integration of Literacy Strategies</b>	C.3 Integration of Literacy Strategies	BACH-HPE	8	4.00
<b>2. Planning for Instruction</b>	5.A Planning for Instruction ( Lesson Plans)	BACH-HPE	8	4.00
<b>3. Planning for Instruction</b>	5.A Planning for Instruction ( Lesson Plans)	BACH-HPE	8	4.00
<b>4. Planning for Instruction</b>	5.A Planning for Instruction ( Lesson Plans)	BACH-HPE	8	4.00
<b>5. Evaluation of Instruction</b>	5.B Evaluation of Instruction ( Observation of Instruction Forms)	BACH-HPE	8	4.00
<b>6. Evaluation of Instruction</b>	5.B Evaluation of Instruction ( Observation of Instruction Forms)	BACH-HPE	8	4.00
<b>7. Reflection on Instruction</b>	5.C Reflection on Instruction	BACH-HPE	8	4.00
<b>8. Reflection on Instruction</b>	5.C Reflection on Instruction	BACH-HPE	8	4.00
<b>9. Alignment to State and Professional Standards</b>	Alignment to Common Core, state and professional standards	BACH-HPE	8	4.00

**2018-2019 Lesson Planning Data**

<b>1. Contextual Factors and Student Learning Adaptations</b>	2. B. Contextual Factors and Student Learning Adaptations The Student Teacher	BACH-MUED	19	3.42
<b>10. Higher Order Thinking</b>	Higher Order Thinking	BACH-MUED	19	2.63
<b>11. Significance of Learning Objectives</b>	Significance of Learning Objectives	BACH-MUED	19	3.74
<b>12. Multiple Teaching/Learning Strategies</b>	Multiple Teaching/Learning Strategies: The Student Teacher uses a variety of	BACH-MUED	19	3.42
<b>13. Active Inquiry</b>	Active Inquiry: The Student Teacher understands central concepts, tools of	BACH-MUED	19	3.16
<b>14. Adaptations to Meet the Needs of All Learners</b>	Adaptations to Meet the Needs of All Learner: The Student Teacher understands	BACH-MUED	19	3.21
<b>15. Adaptations to Meet the Needs of All Learners</b>	Adaptations to Meet the Needs of All Learner: The Student Teacher understands	BACH-MUED	19	3.11
<b>16. Technology</b>	Technology: The Student Teacher uses media communication techniques to support	BACH-MUED	19	3.53
<b>17. Integration Across And Integration Within Content Fields</b>	C.1 Integration Across and Integration Within Content Fields	BACH-MUED	19	3.26
<b>18. Integration of Critical Thinking Strategies</b>	C.2 Integration of Critical Thinking Strategies	BACH-MUED	19	3.21
<b>19. Integration of Literacy Strategies</b>	C.3 Integration of Literacy Strategies	BACH-MUED	19	3.47
<b>2. Planning for Instruction</b>	5.A Planning for Instruction ( Lesson Plans)	BACH-MUED	19	3.79
<b>3. Planning for Instruction</b>	5.A Planning for Instruction ( Lesson Plans)	BACH-MUED	19	2.63
<b>4. Planning for Instruction</b>	5.A Planning for Instruction ( Lesson Plans)	BACH-MUED	19	2.95
<b>5. Evaluation of Instruction</b>	5.B Evaluation of Instruction ( Observation of Instruction Forms)	BACH-MUED	19	3.68
<b>6. Evaluation of Instruction</b>	5.B Evaluation of Instruction ( Observation of Instruction Forms)	BACH-MUED	19	4.00
<b>7. Reflection on Instruction</b>	5.C Reflection on Instruction	BACH-MUED	19	3.21
<b>8. Reflection on Instruction</b>	5.C Reflection on Instruction	BACH-MUED	19	3.42
<b>9. Alignment to State and Professional Standards</b>	Alignment to Common Core, state and professional standards	BACH-MUED	19	3.47

2018-2019 Lesson Planning Data

<b>1. Contextual Factors and Student Learning Adaptations</b>	2. B. Contextual Factors and Student Learning Adaptations The Student Teacher	BACH-SEC	10	3.50
<b>10. Higher Order Thinking</b>	Higher Order Thinking	BACH-SEC	10	3.80
<b>11. Significance of Learning Objectives</b>	Significance of Learning Objectives	BACH-SEC	10	4.00
<b>12. Multiple Teaching/Learning Strategies</b>	Multiple Teaching/Learning Strategies: The Student Teacher uses a variety of	BACH-SEC	10	3.80
<b>13. Active Inquiry</b>	Active Inquiry: The Student Teacher understands central concepts, tools of	BACH-SEC	10	3.90
<b>14. Adaptations to Meet the Needs of All Learners</b>	Adaptations to Meet the Needs of All Learner: The Student Teacher understands	BACH-SEC	10	3.70
<b>15. Adaptations to Meet the Needs of All Learners</b>	Adaptations to Meet the Needs of All Learner: The Student Teacher understands	BACH-SEC	10	3.70
<b>16. Technology</b>	Technology: The Student Teacher uses media communication techniques to support	BACH-SEC	10	3.47
<b>17. Integration Across And Integration Within Content Fields</b>	C.1 Integration Across and Integration Within Content Fields	BACH-SEC	10	3.30
<b>18. Integration of Critical Thinking Strategies</b>	C.2 Integration of Critical Thinking Strategies	BACH-SEC	10	3.90
<b>19. Integration of Literacy Strategies</b>	C.3 Integration of Literacy Strategies	BACH-SEC	10	3.90
<b>2. Planning for Instruction</b>	5.A Planning for Instruction ( Lesson Plans)	BACH-SEC	10	3.80
<b>3. Planning for Instruction</b>	5.A Planning for Instruction ( Lesson Plans)	BACH-SEC	10	3.80
<b>4. Planning for Instruction</b>	5.A Planning for Instruction ( Lesson Plans)	BACH-SEC	10	3.80
<b>5. Evaluation of Instruction</b>	5.B Evaluation of Instruction ( Observation of Instruction Forms)	BACH-SEC	10	3.70
<b>6. Evaluation of Instruction</b>	5.B Evaluation of Instruction ( Observation of Instruction Forms)	BACH-SEC	10	3.90
<b>7. Reflection on Instruction</b>	5.C Reflection on Instruction	BACH-SEC	10	3.70
<b>8. Reflection on Instruction</b>	5.C Reflection on Instruction	BACH-SEC	10	3.80
<b>9. Alignment to State and Professional Standards</b>	Alignment to Common Core, state and professional standards	BACH-SEC	10	3.90

2018-2019 Lesson Planning Data

<b>1. Contextual Factors and Student Learning Adaptations</b>	1.A Contextual Factors and Student Learning Adaptations	MAT-ECE	10	3.50
<b>10. Higher Order Thinking</b>	Entry 3A: Higher Order Thinking	MAT-ECE	10	3.60
<b>11. Significance of Learning Objectives</b>	Entry 3A: Significance of Learning Outcomes/ Objectives	MAT-ECE	10	3.70
<b>12. Multiple Teaching/Learning Strategies</b>	Entry 3B: Multiple Teaching/Learning Strategies: The Intern uses a variety of	MAT-ECE	10	3.70
<b>13. Active Inquiry</b>	Entry 3B: Active Inquiry: The intern understands central concepts, tools of	MAT-ECE	10	3.80
<b>14. Adaptations to Meet the Needs of All Learners</b>	Entry 3B: Adaptations to Meet the Needs of All Learner: The Intern understands how	MAT-ECE	10	3.50
<b>15. Adaptations to Meet the Needs of All Learners</b>	Entry 3B: Adaptations to Meet the Needs of All Learner: The Intern understands how	MAT-ECE	10	3.50
<b>16. Technology</b>	Entry 3B: Technology: The Intern uses media communication techniques to support	MAT-ECE	10	2.90
<b>17. Integration Across And Integration Within Content Fields</b>	Entry 3C.1 Integration Across and Integration Within Content Fields	MAT-ECE	10	3.50
<b>18. Integration of Critical Thinking Strategies</b>	Entry 3C.2 Integration of Critical Thinking Strategies	MAT-ECE	10	3.50
<b>19. Integration of Literacy Strategies</b>	Entry 3C.3 Integration of Literacy Strategies	MAT-ECE	10	3.60
<b>2. Planning for Instruction</b>	1.B Planning for Instruction	MAT-ECE	10	3.50
<b>3. Planning for Instruction</b>	1.B Planning for Instruction	MAT-ECE	10	3.40
<b>4. Planning for Instruction</b>	1.B Planning for Instruction	MAT-ECE	10	3.00
<b>5. Evaluation of Instruction</b>	Evaluation of Instruction	MAT-ECE	10	3.70
<b>6. Evaluation of Instruction</b>	Entry 1: Evaluation of Instruction	MAT-ECE	10	3.70
<b>7. Reflection on Instruction</b>	Entry 1: Reflection on Instruction	MAT-ECE	10	3.30
<b>8. Reflection on Instruction</b>	Entry 1: Reflection on Instruction	MAT-ECE	10	3.20
<b>9. Alignment to State and Professional Standards</b>	Entry 3A: Alignment to state and professional standards	MAT-ECE	10	3.60

2018-2019 Lesson Planning Data

<b>1. Contextual Factors and Student Learning Adaptations</b>	1.A Contextual Factors and Student Learning Adaptations	MAT-ELEM	5	3.80
<b>10. Higher Order Thinking</b>	Entry 3A: Higher Order Thinking	MAT-ELEM	5	4.00
<b>11. Significance of Learning Objectives</b>	Entry 3A: Significance of Learning Outcomes/ Objectives	MAT-ELEM	5	4.00
<b>12. Multiple Teaching/Learning Strategies</b>	Entry 3B: Multiple Teaching/Learning Strategies: The Intern uses a variety of	MAT-ELEM	5	3.60
<b>13. Active Inquiry</b>	Entry 3B: Active Inquiry: The intern understands central concepts, tools of	MAT-ELEM	5	3.60
<b>14. Adaptations to Meet the Needs of All Learners</b>	Entry 3B: Adaptations to Meet the Needs of All Learner: The Intern understands how	MAT-ELEM	5	3.60
<b>15. Adaptations to Meet the Needs of All Learners</b>	Entry 3B: Adaptations to Meet the Needs of All Learner: The Intern understands how	MAT-ELEM	5	3.40
<b>16. Technology</b>	Entry 3B: Technology: The Intern uses media communication techniques to support	MAT-ELEM	5	3.20
<b>17. Integration Across And Integration Within Content Fields</b>	Entry 3C.1 Integration Across and Integration Within Content Fields	MAT-ELEM	5	3.80
<b>18. Integration of Critical Thinking Strategies</b>	Entry 3C.2 Integration of Critical Thinking Strategies	MAT-ELEM	5	3.40
<b>19. Integration of Literacy Strategies</b>	Entry 3C.3 Integration of Literacy Strategies	MAT-ELEM	5	4.00
<b>2. Planning for Instruction</b>	1.B Planning for Instruction	MAT-ELEM	5	3.60
<b>3. Planning for Instruction</b>	1.B Planning for Instruction	MAT-ELEM	5	3.60
<b>4. Planning for Instruction</b>	1.B Planning for Instruction	MAT-ELEM	5	3.60
<b>5. Evaluation of Instruction</b>	Evaluation of Instruction	MAT-ELEM	5	4.00
<b>6. Evaluation of Instruction</b>	Entry 1: Evaluation of Instruction	MAT-ELEM	5	4.00
<b>7. Reflection on Instruction</b>	Entry 1: Reflection on Instruction	MAT-ELEM	5	3.40
<b>8. Reflection on Instruction</b>	Entry 1: Reflection on Instruction	MAT-ELEM	5	3.40
<b>9. Alignment to State and Professional Standards</b>	Entry 3A: Alignment to state and professional standards	MAT-ELEM	5	4.00

2018-2019 Lesson Planning Data

<b>1. Contextual Factors and Student Learning Adaptations</b>	1.A Contextual Factors and Student Learning Adaptations	MAT-SEC	21	3.67
<b>10. Higher Order Thinking</b>	Entry 3A: Higher Order Thinking	MAT-SEC	21	3.76
<b>11. Significance of Learning Objectives</b>	Entry 3A: Significance of Learning Outcomes/ Objectives	MAT-SEC	21	4.00
<b>12. Multiple Teaching/Learning Strategies</b>	Entry 3B: Multiple Teaching/Learning Strategies: The Intern uses a variety of	MAT-SEC	21	3.67
<b>13. Active Inquiry</b>	Entry 3B: Active Inquiry: The intern understands central concepts, tools of	MAT-SEC	21	3.72
<b>14. Adaptations to Meet the Needs of All Learners</b>	Entry 3B: Adaptations to Meet the Needs of All Learner: The Intern understands how	MAT-SEC	21	3.43
<b>15. Adaptations to Meet the Needs of All Learners</b>	Entry 3B: Adaptations to Meet the Needs of All Learner: The Intern understands how	MAT-SEC	21	3.38
<b>16. Technology</b>	Entry 3B: Technology: The Intern uses media communication techniques to support	MAT-SEC	21	3.05
<b>17. Integration Across And Integration Within Content Fields</b>	Entry 3C.1 Integration Across and Integration Within Content Fields	MAT-SEC	21	3.76
<b>18. Integration of Critical Thinking Strategies</b>	Entry 3C.2 Integration of Critical Thinking Strategies	MAT-SEC	21	3.62
<b>19. Integration of Literacy Strategies</b>	Entry 3C.3 Integration of Literacy Strategies	MAT-SEC	21	3.76
<b>2. Planning for Instruction</b>	1.B Planning for Instruction	MAT-SEC	21	3.43
<b>3. Planning for Instruction</b>	1.B Planning for Instruction	MAT-SEC	21	3.43
<b>4. Planning for Instruction</b>	1.B Planning for Instruction	MAT-SEC	21	3.19
<b>5. Evaluation of Instruction</b>	Evaluation of Instruction	MAT-SEC	21	3.91
<b>6. Evaluation of Instruction</b>	Entry 1: Evaluation of Instruction	MAT-SEC	21	3.81
<b>7. Reflection on Instruction</b>	Entry 1: Reflection on Instruction	MAT-SEC	21	3.33
<b>8. Reflection on Instruction</b>	Entry 1: Reflection on Instruction	MAT-SEC	21	3.33
<b>9. Alignment to State and Professional Standards</b>	Entry 3A: Alignment to state and professional standards	MAT-SEC	21	3.91



2018-2019 Lesson Planning Data

<b>1. Contextual Factors and Student Learning Adaptations</b>	1.A Contextual Factors and Student Learning Adaptations	MAT-SPED	10	3.70
<b>10. Higher Order Thinking</b>	Entry 3A: Higher Order Thinking	MAT-SPED	10	3.40
<b>11. Significance of Learning Objectives</b>	Entry 3A: Significance of Learning Outcomes/ Objectives	MAT-SPED	10	4.00
<b>12. Multiple Teaching/Learning Strategies</b>	Entry 3B: Multiple Teaching/Learning Strategies: The Intern uses a variety of	MAT-SPED	10	3.40
<b>13. Active Inquiry</b>	Entry 3B: Active Inquiry: The intern understands central concepts, tools of	MAT-SPED	10	3.60
<b>14. Adaptations to Meet the Needs of All Learners</b>	Entry 3B: Adaptations to Meet the Needs of All Learner: The Intern understands how	MAT-SPED	10	3.70
<b>15. Adaptations to Meet the Needs of All Learners</b>	Entry 3B: Adaptations to Meet the Needs of All Learner: The Intern understands how	MAT-SPED	10	3.60
<b>16. Technology</b>	Entry 3B: Technology: The Intern uses media communication techniques to support	MAT-SPED	10	3.20
<b>17. Integration Across And Integration Within Content Fields</b>	Entry 3C.1 Integration Across and Integration Within Content Fields	MAT-SPED	10	3.60
<b>18. Integration of Critical Thinking Strategies</b>	Entry 3C.2 Integration of Critical Thinking Strategies	MAT-SPED	10	3.50
<b>19. Integration of Literacy Strategies</b>	Entry 3C.3 Integration of Literacy Strategies	MAT-SPED	10	3.70
<b>2. Planning for Instruction</b>	1.B Planning for Instruction	MAT-SPED	10	3.50
<b>3. Planning for Instruction</b>	1.B Planning for Instruction	MAT-SPED	10	3.20
<b>4. Planning for Instruction</b>	1.B Planning for Instruction	MAT-SPED	10	3.40
<b>5. Evaluation of Instruction</b>	Evaluation of Instruction	MAT-SPED	10	4.00
<b>6. Evaluation of Instruction</b>	Entry 1: Evaluation of Instruction	MAT-SPED	10	3.80
<b>7. Reflection on Instruction</b>	Entry 1: Reflection on Instruction	MAT-SPED	10	3.20
<b>8. Reflection on Instruction</b>	Entry 1: Reflection on Instruction	MAT-SPED	10	3.10
<b>9. Alignment to State and Professional Standards</b>	Entry 3A: Alignment to state and professional standards	MAT-SPED	10	3.90

2018-2019 Lesson Planning Data

<b>1. Contextual Factors and Student Learning Adaptations</b>	1.A Contextual Factors and Student Learning Adaptations	PREP-ELEM	3	3.67
<b>10. Higher Order Thinking</b>	Entry 3A: Higher Order Thinking	PREP-ELEM	3	3.33
<b>11. Significance of Learning Objectives</b>	Entry 3A: Significance of Learning Outcomes/ Objectives	PREP-ELEM	3	3.67
<b>12. Multiple Teaching/Learning Strategies</b>	Entry 3B: Multiple Teaching/Learning Strategies: The Intern uses a variety of	PREP-ELEM	3	3.67
<b>13. Active Inquiry</b>	Entry 3B: Active Inquiry: The intern understands central concepts, tools of	PREP-ELEM	3	3.67
<b>14. Adaptations to Meet the Needs of All Learners</b>	Entry 3B: Adaptations to Meet the Needs of All Learner: The Intern understands how	PREP-ELEM	3	3.33
<b>15. Adaptations to Meet the Needs of All Learners</b>	Entry 3B: Adaptations to Meet the Needs of All Learner: The Intern understands how	PREP-ELEM	3	3.33
<b>16. Technology</b>	Entry 3B: Technology: The Intern uses media communication techniques to support	PREP-ELEM	3	3.00
<b>17. Integration Across And Integration Within Content Fields</b>	Entry 3C.1 Integration Across and Integration Within Content Fields	PREP-ELEM	3	3.33
<b>18. Integration of Critical Thinking Strategies</b>	Entry 3C.2 Integration of Critical Thinking Strategies	PREP-ELEM	3	3.33
<b>19. Integration of Literacy Strategies</b>	Entry 3C.3 Integration of Literacy Strategies	PREP-ELEM	3	4.00
<b>2. Planning for Instruction</b>	1.B Planning for Instruction	PREP-ELEM	3	3.67
<b>3. Planning for Instruction</b>	1.B Planning for Instruction	PREP-ELEM	3	3.33
<b>4. Planning for Instruction</b>	1.B Planning for Instruction	PREP-ELEM	3	3.33
<b>5. Evaluation of Instruction</b>	Evaluation of Instruction	PREP-ELEM	3	3.67
<b>6. Evaluation of Instruction</b>	Entry 1: Evaluation of Instruction	PREP-ELEM	3	4.00
<b>7. Reflection on Instruction</b>	Entry 1: Reflection on Instruction	PREP-ELEM	3	3.00
<b>8. Reflection on Instruction</b>	Entry 1: Reflection on Instruction	PREP-ELEM	3	3.00
<b>9. Alignment to State and Professional Standards</b>	Entry 3A: Alignment to state and professional standards	PREP-ELEM	3	4.00

2018-2019 Lesson Planning Data

<b>1. Contextual Factors and Student Learning Adaptations</b>	2. B. Contextual Factors and Student Learning Adaptations The Student Teacher	PREP-SEC	7	3.43
<b>10. Higher Order Thinking</b>	Higher Order Thinking	PREP-SEC	7	3.28
<b>11. Significance of Learning Objectives</b>	Significance of Learning Objectives	PREP-SEC	7	3.43
<b>12. Multiple Teaching/Learning Strategies</b>	Multiple Teaching/Learning Strategies: The Student Teacher uses a variety of	PREP-SEC	7	3.57
<b>13. Active Inquiry</b>	Active Inquiry: The Student Teacher understands central concepts, tools of	PREP-SEC	7	3.57
<b>14. Adaptations to Meet the Needs of All Learners</b>	Adaptations to Meet the Needs of All Learner: The Student Teacher understands	PREP-SEC	7	3.57
<b>15. Adaptations to Meet the Needs of All Learners</b>	Adaptations to Meet the Needs of All Learner: The Student Teacher understands	PREP-SEC	7	3.57
<b>16. Technology</b>	Technology: The Student Teacher uses media communication techniques to support	PREP-SEC	7	3.14
<b>17. Integration Across And Integration Within Content Fields</b>	C.1 Integration Across and Integration Within Content Fields	PREP-SEC	7	3.57
<b>18. Integration of Critical Thinking Strategies</b>	C.2 Integration of Critical Thinking Strategies	PREP-SEC	7	3.29
<b>19. Integration of Literacy Strategies</b>	C.3 Integration of Literacy Strategies	PREP-SEC	7	3.57
<b>2. Planning for Instruction</b>	5.A Planning for Instruction ( Lesson Plans)	PREP-SEC	7	3.15
<b>3. Planning for Instruction</b>	5.A Planning for Instruction ( Lesson Plans)	PREP-SEC	7	3.15
<b>4. Planning for Instruction</b>	5.A Planning for Instruction ( Lesson Plans)	PREP-SEC	7	3.15
<b>5. Evaluation of Instruction</b>	5.B Evaluation of Instruction ( Observation of Instruction Forms)	PREP-SEC	7	3.57
<b>6. Evaluation of Instruction</b>	5.B Evaluation of Instruction ( Observation of Instruction Forms)	PREP-SEC	7	3.43
<b>7. Reflection on Instruction</b>	5.C Reflection on Instruction	PREP-SEC	7	3.43
<b>8. Reflection on Instruction</b>	5.C Reflection on Instruction	PREP-SEC	7	3.00
<b>9. Alignment to State and Professional Standards</b>	Alignment to Common Core, state and professional standards	PREP-SEC	7	3.57