Group Name	Rubric Criteria	DRF Name	N	Average	Overall
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-ECE	7	3.33	
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-ECE	7	3.63	
3. Preparing Instructional Assignments or	3.D.2 Preparing Instructional Assignments or	BACH-ECE	7	3.89	
Activities	Activities				
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-ECE	7	3.44	
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-ECE	7	3.33	7
6. Student Learning Targets	3.D.3 Student Learning Targets	BACH-ECE	7	3.78	7
7. Student Learning Targets	3.D.3 Student Learning Targets	BACH-ECE	7	3.44	7
8. Student Learning Targets	3.E Self-Reflection Reflective Practice The Student Teacher is a reflective practioner who	BACH-ECE	7	3.56	
9. Reflective Practice	3.D.3 Student Learning Targets	BACH-ECE	7	3.33	3.53
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-ELEM	10	3.74	7
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-ELEM	10	3.53	1
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	BACH-ELEM	10	3.74	1
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-ELEM	10	3.32	1
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-ELEM	10	3.05	1
6. Student Learning Targets	3.D.3 Student Learning Targets	BACH-ELEM	10	3.21	
7. Student Learning Targets	3.D.3 Student Learning Targets	BACH-ELEM	10	3.16	1
8. Student Learning Targets	3.E Self-Reflection Reflective Practice The Student Teacher is a reflective practioner who	BACH-ELEM	10	3.75	1
9. Reflective Practice	3.D.3 Student Learning Targets	BACH-ELEM	10	2.89	3.38
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-HPE	2	3.5	

2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-HPE	2	3.5
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	BACH-HPE	2	3.5
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-HPE	2	3
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-HPE	2	3
6. Student Learning Targets	3.D.3 Student Learning Targets	BACH-HPE	2	3.5
7. Student Learning Targets	3.D.3 Student Learning Targets	BACH-HPE	2	3
8. Student Learning Targets	3.E Self-Reflection Reflective Practice The Student Teacher is a reflective practioner who	BACH-HPE	2	3
9. Reflective Practice	3.D.3 Student Learning Targets	BACH-HPE	2	3.5
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-MUED	12	3.4
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-MUED	12	3.6
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	BACH-MUED	12	3.8
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-MUED	12	3.8
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-MUED	12	3.4
6. Student Learning Targets	3.D.3 Student Learning Targets	BACH-MUED	12	3.8
7. Student Learning Targets	3.D.3 Student Learning Targets	BACH-MUED	12	3.4
8. Student Learning Targets	3.E Self-Reflection Reflective Practice The Student Teacher is a reflective practioner who	BACH-MUED	12	3.6
9. Reflective Practice	3.D.3 Student Learning Targets	BACH-MUED	12	3.8
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-SEC	8	4
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-SEC	8	3.86

3. Preparing Instructional Assignments or	3.D.2 Preparing Instructional Assignments or	BACH-SEC	8	3.57
Activities	Activities	BACIT-SEC	ľ	3.37
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-SEC	8	3.43
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-SEC	8	3.43
6. Student Learning Targets	3.D.3 Student Learning Targets	BACH-SEC	8	3.71
7. Student Learning Targets	3.D.3 Student Learning Targets	BACH-SEC	8	3.14
8. Student Learning Targets	3.E Self-Reflection Reflective Practice The Student Teacher is a reflective practioner who	BACH-SEC	8	3.43
9. Reflective Practice	3.D.3 Student Learning Targets	BACH-SEC	8	3.14
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	MAT-ECE	7	3.53
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	MAT-ECE	7	3.53
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	MAT-ECE	7	3.76
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	MAT-ECE	7	3.18
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	MAT-ECE	7	3.24
6. Student Learning Targets	3.D.3 Student Learning Targets	MAT-ECE	7	3.53
7. Student Learning Targets	3.D.3 Student Learning Targets	MAT-ECE	7	2.94
8. Student Learning Targets	Self-Reflection Reflective Practice The Internis a reflective practioner who continually	MAT-ECE	7	3.76
9. Reflective Practice	3.D.3 Student Learning Targets	MAT-ECE	7	3.12
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	MAT-ELEM	6	3.35
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	MAT-ELEM	6	3.35
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	MAT-ELEM	6	3.55

4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	MAT-SPED	12	3.21
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	MAT-SPED	12	3.63
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	MAT-SPED	12	3.32
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	MAT-SPED	12	3.58
9. Reflective Practice	3.D.3 Student Learning Targets	MAT-SEC	20	3
8. Student Learning Targets	Self-Reflection Reflective Practice The Intern is a reflective practioner who continually	MAT-SEC	20	2.5
7. Student Learning Targets	3.D.3 Student Learning Targets	MAT-SEC	20	3.5
6. Student Learning Targets	3.D.3 Student Learning Targets	MAT-SEC	20	3.5
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	MAT-SEC	20	1.5
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	MAT-SEC	20	1.5
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	MAT-SEC	20	2.5
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	MAT-SEC	20	3
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	MAT-SEC	20	3
9. Reflective Practice	3.D.3 Student Learning Targets	MAT-ELEM	6	2.95
8. Student Learning Targets	Self-Reflection Reflective Practice The Intern is a reflective practioner who continually	MAT-ELEM	6	3.45
7. Student Learning Targets	3.D.3 Student Learning Targets	MAT-ELEM	6	3.05
6. Student Learning Targets	3.D.3 Student Learning Targets	MAT-ELEM	6	3.35
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	MAT-ELEM	6	2.8
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	MAT-ELEM	6	3.05

5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	MAT-SPED	12	3.16
6. Student Learning Targets	3.D.3 Student Learning Targets	MAT-SPED	12	3.74
7. Student Learning Targets	3.D.3 Student Learning Targets	MAT-SPED	12	3.26
8. Student Learning Targets	Self-Reflection Reflective Practice The Intern is a reflective practioner who continually	MAT-SPED	12	3.47
9. Reflective Practice	3.D.3 Student Learning Targets	MAT-SPED	12	3.11
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	PREP-ELEM	4	4
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	PREP-ELEM	4	3.86
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	PREP-ELEM	4	3.57
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	PREP-ELEM	4	3.43
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	PREP-ELEM	4	3.43
6. Student Learning Targets	3.D.3 Student Learning Targets	PREP-ELEM	4	3.71
7. Student Learning Targets	3.D.3 Student Learning Targets	PREP-ELEM	4	3.14
8. Student Learning Targets	Self-Reflection Reflective Practice The Intern is a reflective practioner who continually	PREP-ELEM	4	3.43
9. Reflective Practice	3.D.3 Student Learning Targets	PREP-ELEM	4	3.14
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	PREP-SEC	5	3.32
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	PREP-SEC	5	3.05
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	PREP-SEC	5	3.21
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	PREP-SEC	5	3.16
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	PREP-SEC	5	3.75

6. Student Learning Targets	3.D.3 Student Learning Targets	PREP-SEC	5	2.89
7. Student Learning Targets	3.D.3 Student Learning Targets	PREP-SEC	5	3.5
8. Student Learning Targets	Self-Reflection Reflective Practice The Intern is a reflective practioner who continually	PREP-SEC	5	3.5
9. Reflective Practice	3.D.3 Student Learning Targets	PREP-SEC	5	3.5

Criteria	Path		,	S16				F16		S17			
		N	Mean	Mean	Mean	N	Mean	Mean	Mean	N	Mean	Mean	Mean
				Lower	Upper			Lower	Upper			Lower	Upper
				Boundary					Boundary			Boundary	Boundary
1. Setting Assessment Criteria	BACH	32	3.22	2.33	4.00	9	3.22	2.00	3.43	17	3.24	2.50	4.00
	MAT	26	3.39	3.00	3.50	14	2.79	2.00	3.33	7	4.00	4.00	4.00
	PREP	-	-	-	-	-	-	-	-	-	-	-	-
2. Setting Assessment Criteria	BACH	32	3.28	2.58	4.00	9	3.44	3.00	3.00	17	3.35	1.50	3.00
	MAT	4	3.25	3.00	3.39	14	3.00	2.50	4.00	7	3.29	3.00	3.67
	PREP	-	-	-	-	-	-	-	-	1	-	-	-
3. Preparing Instructional Assignments or Activities	BACH	32	3.34	2.58	4.00	9	3.45	3.00	3.25	17	3.12	1.50	3.25
	MAT	0	0.00	3.00	3.39	14	2.93	2.50	3.33	7	3.86	3.00	4.00
	PREP	-	-	-	-	-	-	-	-	-	-	-	-
4. Analysis of Formative Data	BACH	32	3.16	2.25	4.00	9	3.55	3.00	2.50	17	3.23	2.33	2.50
	MAT	0	0.00	3.00	3.39	14	2.86	2.00	3.50	7	3.71	3.33	4.00
	PREP	-	-	-	-	-	-	-	-	-	-	-	-
5. Analysis of Formative Data	BACH	32	3.22	2.33	4.00	9	3.23	3.00	2.50	17	3.12	2.00	2.50
	MAT	6	3.00	3.00	3.39	14	2.50	2.00	3.25	7	3.29	3.00	4.00
	PREP	-	-	-	-	-	-	-	-		-	-	-
6. Student Learning Targets	BACH	32	2.91	2.00	3.55	9	3.00	0.00	2.50	17	2.94	1.00	2.50
	MAT	0	0.00	2.50	3.36	14	3.07	2.00	3.75	7	3.43	3.00	4.00
	PREP	-	-	-	-	-	-	-	-		-	-	-
7. Student Learning Targets	BACH	32	2.94	2.25	3.55	9	3.00	0.00	3.00	17	3.23	1.00	3.00
	MAT	14	3.71	2.50	4.00	14	2.72	2.50	4.00	7	3.43	3.00	4.00
	PREP	-	-	-	-	-	-	-	-		-	-	-
8. Student Learning Targets	BACH	32	2.94	2.17	3.67	9	2.89	0.00	3.57	17	2.82	0.50	3.57
	MAT	0	0.00	2.50	4.00	14	3.64	3.00	4.00	7	2.86	2.00	4.00
	PREP	-	-	-	-	-	-	-	-	-	-	-	-
9. Reflective Practice	BACH	32	3.28	2.42	4.00	9	3.66	3.00	4.00	17	3.41	2.00	4.00
	MAT	0	0.00	2.50	4.00	14	3.00	2.00	3.33	7	3.57	3.00	4.00
	PREP	-	-	-	-	-	-	-	-	-	-	-	-