

2018-2019 P12 Student Learning Impact Data

Group Name	Rubric Criteria	DRF Name	N	Average	Overall
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BAC-ECE	4	4.00	3.64
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BAC-ECE	4	3.75	
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	BAC-ECE	4	4.00	
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	BAC-ECE	4	3.50	
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	BAC-ECE	4	3.50	
6. Student Learning Targets	3.D.3 Student Learning Targets	BAC-ECE	4	3.75	
7. Student Learning Targets	3.D.3 Student Learning Targets	BAC-ECE	4	3.25	
8. Student Learning Targets	3.E Self-Reflection Reflective Practice The Student Teacher is a reflective practioner who continually evaluates the effects of his/her choices and actions on students and student achievement.	BAC-ECE	4	3.75	
9. Reflective Practice	3.D.3 Student Learning Targets	BAC-ECE	4	3.25	
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-ELEM	17	3.53	3.53
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-ELEM	17	3.45	
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	BACH-ELEM	17	3.68	
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-ELEM	17	3.53	
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-ELEM	17	3.29	
6. Student Learning Targets	3.D.3 Student Learning Targets	BACH-ELEM	17	3.76	
7. Student Learning Targets	3.D.3 Student Learning Targets	BACH-ELEM	17	3.53	
8. Student Learning Targets	3.E Self-Reflection Reflective Practice The Student Teacher is a reflective practioner who continually evaluates the effects of his/her choices and actions on students and student achievement.	BACH-ELEM	17	3.53	
9. Reflective Practice	3.D.3 Student Learning Targets	BACH-ELEM	17	3.45	
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-HPE	8	4.00	4.00
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-HPE	8	4.00	
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	BACH-HPE	8	4.00	
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-HPE	8	4.00	
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-HPE	8	4.00	
6. Student Learning Targets	3.D.3 Student Learning Targets	BACH-HPE	8	4.00	
7. Student Learning Targets	3.D.3 Student Learning Targets	BACH-HPE	8	4.00	
8. Student Learning Targets	3.E Self-Reflection Reflective Practice The Student Teacher is a reflective practioner who continually evaluates the effects of his/her choices and actions on students and student achievement.	BACH-HPE	8	4.00	
9. Reflective Practice	3.D.3 Student Learning Targets	BACH-HPE	8	4.00	

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<b>1. Setting Assessment Criteria</b>	3.D.1 Setting Assessment Criteria	BACH-MUED	19	3.47
<b>2. Setting Assessment Criteria</b>	3.D.1 Setting Assessment Criteria	BACH-MUED	19	3.63
<b>3. Preparing Instructional Assignments or Activities</b>	3.D.2 Preparing Instructional Assignments or Activities	BACH-MUED	19	3.63
<b>4. Analysis of Formative Data</b>	3.D.2 Analysis of Formative Data	BACH-MUED	19	3.11
<b>5. Analysis of Formative Data</b>	3.D.2 Analysis of Formative Data	BACH-MUED	19	3.00
<b>6. Student Learning Targets</b>	3.D.3 Student Learning Targets	BACH-MUED	19	3.79
<b>7. Student Learning Targets</b>	3.D.3 Student Learning Targets	BACH-MUED	19	3.32
<b>8. Student Learning Targets</b>	3.E Self-Reflection Reflective Practice The Student Teacher is a reflective practioner who continually evaluates the effects of his/her choices and actions on students and student achievement.	BACH-MUED	19	3.58
<b>9. Reflective Practice</b>	3.D.3 Student Learning Targets	BACH-MUED	19	3.32
<b>1. Setting Assessment Criteria</b>	3.D.1 Setting Assessment Criteria	BACH-SEC	10	3.70
<b>2. Setting Assessment Criteria</b>	3.D.1 Setting Assessment Criteria	BACH-SEC	10	3.60
<b>3. Preparing Instructional Assignments or Activities</b>	3.D.2 Preparing Instructional Assignments or Activities	BACH-SEC	10	3.90
<b>4. Analysis of Formative Data</b>	3.D.2 Analysis of Formative Data	BACH-SEC	10	3.60
<b>5. Analysis of Formative Data</b>	3.D.2 Analysis of Formative Data	BACH-SEC	10	3.60
<b>6. Student Learning Targets</b>	3.D.3 Student Learning Targets	BACH-SEC	10	3.90
<b>7. Student Learning Targets</b>	3.D.3 Student Learning Targets	BACH-SEC	10	3.70
<b>8. Student Learning Targets</b>	3.E Self-Reflection Reflective Practice The Student Teacher is a reflective practioner who continually evaluates the effects of his/her choices and actions on students and student achievement.	BACH-SEC	10	3.90
<b>9. Reflective Practice</b>	3.D.3 Student Learning Targets	BACH-SEC	10	3.70
<b>1. Setting Assessment Criteria</b>	3.D.1 Setting Assessment Criteria	MAT-ECE	10	3.80
<b>2. Setting Assessment Criteria</b>	3.D.1 Setting Assessment Criteria	MAT-ECE	10	3.60
<b>3. Preparing Instructional Assignments or Activities</b>	3.D.2 Preparing Instructional Assignments or Activities	MAT-ECE	10	3.80
<b>4. Analysis of Formative Data</b>	3.D.2 Analysis of Formative Data	MAT-ECE	10	3.20
<b>5. Analysis of Formative Data</b>	3.D.2 Analysis of Formative Data	MAT-ECE	10	3.30
<b>6. Student Learning Targets</b>	3.D.3 Student Learning Targets	MAT-ECE	10	3.50
<b>7. Student Learning Targets</b>	3.D.3 Student Learning Targets	MAT-ECE	10	3.20
<b>8. Student Learning Targets</b>	3.E Self-Reflection Reflective Practice The Student Teacher is a reflective practioner who continually evaluates the effects of his/her choices and actions on students and student achievement.	MAT-ECE	10	3.40
<b>9. Reflective Practice</b>	3.D.3 Student Learning Targets	MAT-ECE	10	3.30
<b>1. Setting Assessment Criteria</b>	3.D.1 Setting Assessment Criteria	MAT-ELEM	5	3.80

3.43

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<b>2. Setting Assessment Criteria</b>	3.D.1 Setting Assessment Criteria	MAT-ELEM	5	3.40
<b>3. Preparing Instructional Assignments or Activities</b>	3.D.2 Preparing Instructional Assignments or Activities	MAT-ELEM	5	3.80
<b>4. Analysis of Formative Data</b>	3.D.2 Analysis of Formative Data	MAT-ELEM	5	3.40
<b>5. Analysis of Formative Data</b>	3.D.2 Analysis of Formative Data	MAT-ELEM	5	3.40
<b>6. Student Learning Targets</b>	3.D.3 Student Learning Targets	MAT-ELEM	5	3.20
<b>7. Student Learning Targets</b>	3.D.3 Student Learning Targets	MAT-ELEM	5	3.40
<b>8. Student Learning Targets</b>	3.E Self-Reflection Reflective Practice The Student Teacher is a reflective practioner who	MAT-ELEM	5	3.60
<b>9. Reflective Practice</b>	3.D.3 Student Learning Targets	MAT-ELEM	5	3.40
<b>1. Setting Assessment Criteria</b>	3.D.1 Setting Assessment Criteria	MAT-SEC	21	3.81
<b>2. Setting Assessment Criteria</b>	3.D.1 Setting Assessment Criteria	MAT-SEC	21	3.72
<b>3. Preparing Instructional Assignments or Activities</b>	3.D.2 Preparing Instructional Assignments or Activities	MAT-SEC	21	3.95
<b>4. Analysis of Formative Data</b>	3.D.2 Analysis of Formative Data	MAT-SEC	21	3.57
<b>5. Analysis of Formative Data</b>	3.D.2 Analysis of Formative Data	MAT-SEC	21	3.47
<b>6. Student Learning Targets</b>	3.D.3 Student Learning Targets	MAT-SEC	21	3.72
<b>7. Student Learning Targets</b>	3.D.3 Student Learning Targets	MAT-SEC	21	3.67
<b>8. Student Learning Targets</b>	3.E Self-Reflection Reflective Practice The Student Teacher is a reflective practioner who continually evaluates the effects of his/her choices and actions on students and student achievement.	MAT-SEC	21	3.62
<b>9. Reflective Practice</b>	3.D.3 Student Learning Targets	MAT-SEC	21	3.62
<b>1. Setting Assessment Criteria</b>	3.D.1 Setting Assessment Criteria	MAT-SPED	10	3.50
<b>2. Setting Assessment Criteria</b>	3.D.1 Setting Assessment Criteria	MAT-SPED	10	3.30
<b>3. Preparing Instructional Assignments or Activities</b>	3.D.2 Preparing Instructional Assignments or Activities	MAT-SPED	10	3.80
<b>4. Analysis of Formative Data</b>	3.D.2 Analysis of Formative Data	MAT-SPED	10	3.10
<b>5. Analysis of Formative Data</b>	3.D.2 Analysis of Formative Data	MAT-SPED	10	3.00
<b>6. Student Learning Targets</b>	3.D.3 Student Learning Targets	MAT-SPED	10	3.30
<b>7. Student Learning Targets</b>	3.D.3 Student Learning Targets	MAT-SPED	10	3.00

3.49

3.68

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<b>8. Student Learning Targets</b>	3.E Self-Reflection Reflective Practice The Student Teacher is a reflective practioner who continually evaluates the effects of his/her choices and actions on students and student achievement.	MAT-SPED	10	3.40	
<b>9. Reflective Practice</b>	3.D.3 Student Learning Targets	MAT-SPED	10	3.10	3.28
<b>1. Setting Assessment Criteria</b>	Entry3.D.1 Setting Assessment Criteria	PREP-ELEM	3	4.00	
<b>2. Setting Assessment Criteria</b>	Entry3.D.1 Setting Assessment Criteria	PREP-ELEM	3	3.33	
<b>3. Preparing Instructional Assignments or Activities</b>	Entry 3.D.2 Preparing Instructional Assignments or Activities	PREP-ELEM	3	3.33	
<b>4. Analysis of Formative Data</b>	Entry 3.D.2 Analysis of Formative Data	PREP-ELEM	3	3.67	
<b>5. Analysis of Formative Data</b>	Entry 3.D.2 Analysis of Formative Data	PREP-ELEM	3	3.33	
<b>6. Student Learning Targets</b>	Entry 3.D.3 Student Learning Targets	PREP-ELEM	3	3.33	
<b>7. Student Learning Targets</b>	Entry 3.D.3 Student Learning Targets	PREP-ELEM	3	3.33	
<b>8. Student Learning Targets</b>	Entry 3D: Self-Reflection Reflective Practice The Intern is a reflective practioner who continually evaluates the effects of his/her choices and actions on students and student achievement.	PREP-ELEM	3	3.67	
<b>9. Reflective Practice</b>	Entry 3.D.3 Student Learning Targets	PREP-ELEM	3	3.33	3.48
<b>1. Setting Assessment Criteria</b>	Entry3.D.1 Setting Assessment Criteria	PREP-SEC	7	3.71	
<b>2. Setting Assessment Criteria</b>	Entry3.D.1 Setting Assessment Criteria	PREP-SEC	7	3.86	
<b>3. Preparing Instructional Assignments or Activities</b>	Entry 3.D.2 Preparing Instructional Assignments or Activities	PREP-SEC	7	3.57	
<b>4. Analysis of Formative Data</b>	Entry 3.D.2 Analysis of Formative Data	PREP-SEC	7	3.57	
<b>5. Analysis of Formative Data</b>	Entry 3.D.2 Analysis of Formative Data	PREP-SEC	7	3.43	
<b>6. Student Learning Targets</b>	Entry 3.D.3 Student Learning Targets	PREP-SEC	7	3.43	
<b>7. Student Learning Targets</b>	Entry 3.D.3 Student Learning Targets	PREP-SEC	7	3.28	
<b>8. Student Learning Targets</b>	Entry 3D: Self-Reflection Reflective Practice The Intern is a reflective practioner who continually evaluates the effects of his/her choices and actions on students and student achievement.	PREP-SEC	7	3.57	
<b>9. Reflective Practice</b>	Entry 3.D.3 Student Learning Targets	PREP-SEC	7	3.28	3.52