

Group Name	Rubric Criteria	DRF Name	Authors evaluated	Average for Group (Raw)	Overall
Item 1- Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-ECE	2	4.00	3.78
Item 2-Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-ECE	2	3.50	
Item 3-Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	BACH-ECE	2	4.00	
Item 4-Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-ECE	2	4.00	
Item 5-Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-ECE	2	3.50	
Item 6-Student Learning Targets	3.D.3 Student Learning Targets	BACH-ECE	2	4.00	
Item 7-Student Learning Targets	3.D.3 Student Learning Targets	BACH-ECE	2	4.00	
Item 8-Reflective Practice	3.D.3 Student Learning Targets	BACH-ECE	2	3.00	
Item 9-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-ECE	2	4.00	
Item 1- Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-ELEM	7	3.86	3.62
Item 2-Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-ELEM	7	3.71	
Item 3-Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	BACH-ELEM	7	3.86	
Item 4-Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-ELEM	7	3.43	
Item 5-Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-ELEM	7	3.43	
Item 6-Student Learning Targets	3.D.3 Student Learning Targets	BACH-ELEM	7	3.86	
Item 7-Student Learning Targets	3.D.3 Student Learning Targets	BACH-ELEM	7	3.57	
Item 8-Reflective Practice	3.D.3 Student Learning Targets	BACH-ELEM	7	3.43	
Item 9-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	7	3.43	
Item 1- Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-HPE	1	4.00	3.89
Item 2-Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-HPE	1	3.00	
Item 3-Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	BACH-HPE	1	4.00	
Item 4-Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-HPE	1	4.00	
Item 5-Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-HPE	1	4.00	
Item 6-Student Learning Targets	3.D.3 Student Learning Targets	BACH-HPE	1	4.00	
Item 7-Student Learning Targets	3.D.3 Student Learning Targets	BACH-HPE	1	4.00	
Item 8-Reflective Practice	3.D.3 Student Learning Targets	BACH-HPE	1	4.00	
Item 9-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	1	4.00	
Item 1- Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-MUED	6	3.33	
Item 2-Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-MUED	6	3.17	
Item 3-Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	BACH-MUED	6	3.50	
Item 4-Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-MUED	6	3.00	
Item 5-Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-MUED	6	3.00	

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Item 6-Student Learning Targets	3.D.3 Student Learning Targets	BACH-MUED	6	3.83	
Item 7-Student Learning Targets	3.D.3 Student Learning Targets	BACH-MUED	6	2.83	
Item 8-Reflective Practice	3.D.3 Student Learning Targets	BACH-MUED	6	2.67	
Item 9-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-MUED	6	3.33	
Item 1- Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-SEC	7	3.86	3.18
Item 2-Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-SEC	7	3.71	
Item 3-Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	BACH-SEC	7	3.86	
Item 4-Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-SEC	7	3.43	
Item 5-Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-SEC	7	3.43	
Item 6-Student Learning Targets	3.D.3 Student Learning Targets	BACH-SEC	7	3.71	
Item 7-Student Learning Targets	3.D.3 Student Learning Targets	BACH-SEC	7	3.57	
Item 8-Reflective Practice	3.D.3 Student Learning Targets	BACH-SEC	7	3.29	
Item 9-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-SEC	7	3.43	
Item 1- Setting Assessment Criteria	Entry3.D.1 Setting Assessment Criteria	MAT-ECE	3	3.33	3.59
Item 2-Setting Assessment Criteria	Entry3.D.1 Setting Assessment Criteria	MAT-ECE	3	3.67	
Item 3-Preparing Instructional Assignments or Activities	Entry 3.D.2 Preparing Instructional Assignments or Activities	MAT-ECE	3	3.67	
Item 4-Analysis of Formative Data	Entry 3.D.2 Analysis of Formative Data	MAT-ECE	3	3.67	
Item 5-Analysis of Formative Data	Entry 3.D.2 Analysis of Formative Data	MAT-ECE	3	3.33	
Item 6-Student Learning Targets	Entry 3.D.3 Student Learning Targets	MAT-ECE	3	3.67	
Item 7-Student Learning Targets	Entry 3.D.3 Student Learning Targets	MAT-ECE	3	3.67	
Item 8-Reflective Practice	Entry 3.D.3 Student Learning Targets	MAT-ECE	3	3.67	
Item 9-Student Learning Targets	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.	MAT-ECE	3	3.33	
Item 1- Setting Assessment Criteria	Entry3.D.1 Setting Assessment Criteria	MAT-SEC	4	3.50	3.56
Item 2-Setting Assessment Criteria	Entry3.D.1 Setting Assessment Criteria	MAT-SEC	4	3.25	
Item 3-Preparing Instructional Assignments or Activities	Entry 3.D.2 Preparing Instructional Assignments or Activities	MAT-SEC	4	3.75	
Item 4-Analysis of Formative Data	Entry 3.D.2 Analysis of Formative Data	MAT-SEC	4	3.75	
Item 5-Analysis of Formative Data	Entry 3.D.2 Analysis of Formative Data	MAT-SEC	4	3.75	
Item 6-Student Learning Targets	Entry 3.D.3 Student Learning Targets	MAT-SEC	4	3.75	
Item 7-Student Learning Targets	Entry 3.D.3 Student Learning Targets	MAT-SEC	4	3.75	
Item 8-Reflective Practice	Entry 3.D.3 Student Learning Targets	MAT-SEC	4	3.75	

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Item 9-Student Learning Targets	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.	MAT-SEC	4	3.75
Item 1- Setting Assessment Criteria	Entry3.D.1 Setting Assessment Criteria	MAT-SPED	1	3.00
Item 2-Setting Assessment Criteria	Entry3.D.1 Setting Assessment Criteria	MAT-SPED	1	2.00
Item 3-Preparing Instructional Assignments or Activities	Entry 3.D.2 Preparing Instructional Assignments or Activities	MAT-SPED	1	4.00
Item 4-Analysis of Formative Data	Entry 3.D.2 Analysis of Formative Data	MAT-SPED	1	2.00
Item 5-Analysis of Formative Data	Entry 3.D.2 Analysis of Formative Data	MAT-SPED	1	2.00
Item 6-Student Learning Targets	Entry 3.D.3 Student Learning Targets	MAT-SPED	1	3.00
Item 7-Student Learning Targets	Entry 3.D.3 Student Learning Targets	MAT-SPED	1	3.00
Item 8-Reflective Practice	Entry 3.D.3 Student Learning Targets	MAT-SPED	1	3.00
Item 9-Student Learning Targets	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.	MAT-SPED	1	3.00

3.67

2.78