

Student Learning Outcome Assessment Report
BRKD - Birth through Kindergarten Teacher Licensure Program

1. Contact Name:

Laura Herold
Assistant Teaching Professor, Human Development and Family Sciences
Program Leader, Birth – Kindergarten Teacher Licensure Program
University of Arkansas
HOEC 118
Fayetteville, AR 72701
Phone: 479-575-5162
Fax: 479-575-7171

2. Department Mission

The mission of the HDFS undergraduate program is to provide educational experiences that (1) provide students with accurate and evidence based knowledge of the bio-ecological context of human development, (2) develop students' appreciation for the diversity in the lived experiences of individuals and families, (3) give students the cognitive tools to critically evaluate theory and research in HDFS, (4) provide students with a cognitive framework to understand and affect positive change in the lives of individuals, families, and social systems, and (5) develop students' professional skills in regard to writing, making oral presentations, and evaluating social service programs and social contexts.

3. Program Goals

The purpose of the Birth through Kindergarten (BRKD) program is to ensure that educators are prepared to teach infants, toddlers, preschoolers, and kindergarteners with and without disabilities. The Birth through Kindergarten program will prepare educators to work in settings that serve young children, including public schools, early intervention programs, child care and education centers, and residential placement centers. The BRKD program will meet the need for a teacher licensure program that leads to Arkansas' Integrated Birth through Kindergarten/Special Education teacher license. Our program goals are aligned with the four INTASC categories:

The Learner and Learning

1. Understand how learners grow and develop in early childhood, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.

Content Knowledge

2. Understand the central concepts, tools of inquiry, and structures of early childhood education and create developmentally appropriate learning experiences that make the content accessible and meaningful for young children.

Instruction

3. Plan for, understand, and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

4. Understand the ethical dilemmas of the field and engage in professional learning to reflect on the effects of his/her choices and actions on others (learners, families, other professionals, and the community).

4. Assessment Measures

Student Learning Outcome 1: Students will understand how learners grow and develop in early childhood, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.

A. Direct Measures: Scores on the PRAXIS content exams for the BRKD/SPED license (Interdisciplinary Early Childhood Education 5023, Education of Young Children 5024), published by ETS, will be assessed using the Early Childhood Content Knowledge Rubric (ECCKR), developed by Birth – Kindergarten faculty. In this way, we will assess students' understanding of instruction, learning and development across the cognitive, linguistic, social, emotional, and physical domains for young learners with a range of abilities. Scores will be rated as 1 (unsatisfactory – 80% or lower, not passing) 2 (proficient – 80%-90% - passing), and 3 (distinguished – passing > 90%).

B. Acceptable and Ideal Targets: It is acceptable that 75% of all students and ideal that 85% or more of all students will score a "proficient" (2) or higher on the rubrics for PRAXIS exams 5024 and 5025.

C. Key Personnel: Laura Herold, BRKD program leader

D. Summary of Findings: To be assessed in year 2021/2022

Student Learning Outcome 2: Students will understand the central concepts, tools of inquiry, and structures of early childhood education and create developmentally appropriate learning experiences that make the content accessible and meaningful for young children.

A. Direct Measures: A lesson plan developed in HDFS 4342/4342L Curriculum and Assessment 3-K/Lab and the associated evaluation/reflection will be scored using the Impact on Learning Pre-Post Assessment (ILPPA) rubric developed by the education program leaders at the University of Arkansas for the Office of Teacher Education. These documents will be rated across 7 items in 4 domains as ineffective (1) progressing (2) effective (3) and highly effective (4).

B. Acceptable and Ideal Targets: It is acceptable that 75% of all students and ideal that 85% or more of all students will score and average of "effective" (3) or higher on the ILPPA.

C. Key Personnel: Instructor of HDFS 4342/4342L

D. Summary of Findings: To be assessed in year 2021/2022

Student Learning Outcome 3: Students will plan for, understand, and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

A. Direct Measures: Instruction based on a lesson plan developed for graduating seniors' internship placements will be assessed using the Arkansas Teacher Excellence Support System (TESS). This involves a pre-observation interview, an observation of the student's classroom instruction, and a post-observation conversation. Based on these conversations and observations, each student is scored by a trained evaluator using the TESS rubric, and rated on dimensions across four key domains as ineffective (1) progressing (2) effective (3) and highly effective (4).

B. Acceptable and Ideal Targets: It is acceptable that 75% of all students and ideal that 85% or more of all students will score an average of 2.5 or higher on the TESS.

C. Key Personnel: Instructor of HDFS 4373 and HDFS 4383

D. Summary of Findings: In spring 2020, the graduating interns enrolled in HDFS 4373 and 4383 were assessed using the TESS. 100% of students scored an average of 2.5 or higher on the TESS domains, with averages ranging from 2.95 - 3.27. The mean average of TESS scores was a 3.1 (N=4).

Overall Recommendations

- Maintain support for BRKD students across domains throughout the program, striving to keep the average TESS scores in the 3-4 range.
- Implement changes in key courses to support student growth in the areas of classroom management, communication with families, assessment, and knowledge of resources, which were the items on which students consistently scored lower.
- Discuss raising the "acceptable" and "ideal" targets, thereby further raising program standards

Student Learning Outcome 4: Students will understand the ethical dilemmas of the field and engage in professional learning to reflect on the effects of his/her choices and actions on others (learners, families, other professionals, and the community).

A. Direct Measures: The statement on diversity and inclusion and the teaching philosophy sections of the capstone teaching portfolio assignment for HDFS 4383 will be assessed using the Ethical Reasoning Competency Rubric (ERCR) published by the Association of American Colleges and Universities (HESC 4342).

B. Acceptable and Ideal Targets: It is acceptable that 75% of all students and ideal that 85% or more of all students will score an average of 2.5 or higher on the assessment rubric.

C. Key Personnel: Instructor of HDFS 4383

D. Summary of Findings: To be assessed in year 2021/2022

Action Plan

BRKD faculty will review and edit program learning outcomes before Academic Year 2020-2021 to be able to proactively integrate assessment measures into class requirements. They will also continue to discuss whether the most early-childhood appropriate assessment rubric for measuring student understanding of ethical dilemmas of the field. Finally, they will discuss paths forward based on this year's TESS assessment data.

Table 1

Schedule for Assessing BRKD Student Learning Outcomes

Student Learning Outcomes (SLO)	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
<i>SLO 1: Understand how learners grow and develop in early childhood, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.</i>			X			X
<i>SLO 2: Understand the central concepts, tools of inquiry, and structures of early childhood education and create developmentally appropriate learning experiences that make the content accessible and meaningful for young children.</i>		X			X	
<i>SLO 3: Plan for, understand, and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</i>	X			X		
<i>SLO 4: Understand the ethical dilemmas of the field and engage in professional learning to reflect on the effects of his/her choices and actions on others (learners, families, other professionals, and the community).</i>			X			X

Supporting Attachments

See TESS, ILPPA, ERCR, and ECCKR rubrics in "AFLS 2020 Assessment Reports" Box folder.

Early Childhood Content Knowledge Rubric

Birth – Kindergarten / Special Education Integrated Teacher Licensure Program

Students will be able to..	Unsatisfactory	Proficient	Distinguished
<p>...demonstrate their knowledge of growth and development of young children across the spectrum of development, educational and service requirements for children with a range of abilities and special needs, curriculum, instruction, and assessment/play and learning environments for young children, collaboration with families and colleagues, and professionalism and growth in PRAXIS 5023</p>	<p>Score of 160 and lower (<79%)</p>	<p>Score of 160-180 (80% - 90%)</p>	<p>Score of 181-200 (>90%)</p>
<p>...demonstrate their knowledge of theories of pedagogy and content, the relationship of theory to practice, how theory can be applied in the early childhood education setting, multicultural influences, diversity, and developmental trajectories of young children in PRAXIS 5024</p>	<p>Score of 160 and lower (<79%)</p>	<p>Score of 160-180 (80% - 90%)</p>	<p>Score of 181-200 (>90%)</p>

Key Assessment: Impact on Learning through Pre-Post Assessment (ILPPA)

***Note:** Teacher Candidates are to complete this assessment one time during their program of study as indicated by their program faculty.*

Standards Addressed:

CAEP

- 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
- 1.2 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards.
- 2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development.
- 3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

InTASC

- 1 The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging
- 2 The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values. Connects content to life experiences of students
- 3 The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.
- 4 The teacher knows how to integrate culturally relevant content to build on learners' background knowledge. Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.
- 5 The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and

collaborative problem solving related to authentic local and global issues.

6 The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

7 The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8 The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9 The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

Purpose: The purpose of this assignment is to learn how to design learning goals with a corresponding pre/post assessment, and analyze pre/post and formative assessment data. The candidate must demonstrate that he/she has *1) used two comparison points, used the data to guide instructional decisions, 3) modified instruction based on data, and 4) have differentiated instruction.*

Impact on Student Learning

To demonstrate competency with both setting appropriate learning outcomes for a lesson/unit, and creating an assessment that is directly linked to learning goals in order to measure student learning.

The ILPPA consists of four sections:

- Unit/Lesson Context – description of contextual factors of community, school, classroom, and learners related to the content knowledge.
- Design for Instruction – learning goals based on state standards and the lesson plans based upon research-based evidence.
- Assessment Plan Designed to Measure Student Performance – pre-assessment, formative assessment, and learning goal.
- Analysis of Student Learning Over Time – analysis of assessment data and reflection and evaluation of teaching as related to student learning.

Tasks:

(These are meant to be prompts as you complete the assignment)

1. Unit Context
 - A. Describe the characteristics of the community. Include population, ethnic/racial diversity, socioeconomic status represented in the community, community support for school, and other relevant information.
 - B. Describe the characteristics of school. Include size, ethnic/racial diversity, curriculum choices, types of students enrolled and other relevant information.
 - C. Describe the class you have chosen for the unit of instruction. Again, include ethnic/racial diversities, achievement levels, socioeconomic status of students, gender, special needs, interests, and other relevant information.
2. Design for Instruction
 - A. Learning Goals
 - i. List the 2 to 3 learning goals or outcomes that will be the focus of a unit of instruction.
 - These goals should define the expectations of what students should know, understand, and be able to do by the end of the unit or learning sequence.
 - The goals should be significant (reflect the big ideas or structure of the discipline), challenging, varied, and appropriate.
 - ii. Show how the goals are aligned with local, state, or national standards.
 - iii. Identify the source of the standards. If only parts are used, highlight those.
 - iv. Discuss why the learning goals are appropriate in terms of student needs. Include the following:
 - Student prior knowledge
 - Student learning needs and/or developmental appropriateness
 - Authentic real-world connection
 - B. Lesson Plans
 - i. Create individual lesson plan(s) for each day of instruction. Include specific learning objectives for the lesson, an introduction to the lesson, learning activities, summary of lesson, and formative assessment techniques to evaluate the lesson.
 - ii. Choose activities that encourage engagement and are based upon research in best practices. Attach any worksheets, handouts, or other materials used during the lesson.
3. Assessment Plan
 - A. Create an assessment with items connected to specific learning goals.
 - i. Create an assessment to measure student learning of content based on specified learning goals.
 - ii. Include assessment(s) that requires the integration of knowledge, skills and/or reasoning ability are expected across the learning goals.

- B. Include a copy of the pre/post assessment or clearly explain how the assessment was administered/collected.
 - i. Pre/post assessment: Include a student ready copy of the assessment or description of the assessment if it was not given in a traditional manner. Include student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklists, rating scales, item weights, assessment blueprint).

- 4. Analyze Student Performance (completed after unit/lesson was implemented)
 - A. Introduction to the analysis section
 - Write a rationale for the importance of analysis
 - Summarize the assessment cycle include: timeline, number of students included in analysis.
 - B. Visual Representation: Use technology (graphs/tables, etc) to represent student learning from assessment data results. Label each representation for reference in the narrative (e.g. Table 1, Graph A)
 - Whole group data.
 - Show whole group performance for each goal pre and post – mastery vs. non-mastery of Goal. (recommended)
 - Show whole group performance for each goal, pre- and post-assessment, as percentage of mastery of questions within the goals.
 - Show whole group performance on each assessment item comparing pre- to post-assessment data. (recommended)
 - Show performance of whole group on each question.
 - Show performance of whole group on performance task, pre- and post-assessment.
 - Show performance of whole group on types of assessment items.
 - Subgroup data.
 - Show subgroup performance for each goal pre and post – mastery vs. non-mastery of Goal. (recommended)
 - Show subgroup performance for each goal, pre- and post-assessment, as percentage of mastery of questions within the goals.
 - Show subgroup performance on each assessment item comparing pre- to post-assessment data.
 - Show performance of subgroup on each question.
 - Show performance of subgroup on performance task, assessment items.
 - Individual Students.
 - Show individual performance for each goal on the pre- and post-assessment – mastery vs. non-mastery of Goal. (recommended)

- Show individual performance on each assessment item comparing pre- to post-assessment data. (recommended)
 - Show individual performance group on each assessment item.
 - Show performance of individual on performance task, pre- and post-assessment.
 - Show performance of individual on types of questions.
- C. Analysis: Describe, analyze, and evaluate student performance data to determine progress of individuals and groups toward learning goals and identify differences in progress among student groups.
- Describe the data represented on the tables and/or graphs.
 - Reflect on what the data mean including progress of individuals and student groups.
 - Identify differences in progress among student groups.
 - Draw meaningful conclusions from data and report using both percentages and raw data.
 - Identify trends and patterns in student performance.
5. Instructional Implications from data: Use data to reflect on and evaluate instructional practice.
- A. Discuss which goal the students made the most learning gains and the goal students made the least learning gains.
- B. Reflect on and evaluate instructional practice to inform future teaching.
- Describe the learning activities that were most successful at encouraging student learning.
 - Describe the learning activities that were least successful at encouraging learning.
 - Describe how you would change the instructional design of your unit plan in order to have a greater impact on student learning.
6. Research-based Resources
- A. Include a reference list of research-based resources used for planning and instruction.

Submit your Impact on Student Learning via Taskstream/Watermark.

Each category will be scored at the highest level for which the candidate meets all the criteria listed for that category.

Standards for Minimum Competency

Summative Experience: All criteria must be scored *progressing* or above. Scores below the minimum requirement after two attempts will prompt a meeting between the candidate, professor, and any other relevant persons to discuss the candidate's continuation in the program and/or recommendation for licensure.

Impact on Student Achievement Rubric	TESS Component	Standards/ Assignment Section	Ineffective	Progressing	Effective	Highly Effective
	<i>Ia: Demonstrating knowledge of content and pedagogy</i>	CAEP 1; InTASC 4 Section 2	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
	<i>Ib: Demonstrating knowledge of students</i>	CAEP 1; InTASC 1,2,7 Section 1	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
	<i>Ic: Setting instructional outcomes</i>	CAEP 1, 3; InTASC 1 Section 2	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but there is little or no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.

CAEP Standards: 1.2, 2.3, 3.5

	<i>Id: Demonstrating knowledge of resources</i>	CAEP 1; InTASC 1 Section 2	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district, including those on the Internet, to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
	<i>If: Designing student assessments</i>	CAEP 1, 3; InTASC 6; Section 3	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
	<i>4a: Reflecting on Teaching</i>	CAEP 1; InTASC 9 Section 4	Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
	<i>4b: Maintaining Accurate Records</i>	CAEP 1; InTASC 9 Section 3 & 4	Teacher's systems for maintaining instructional records are either non-existent or in disarray, resulting in errors and confusion.	Teacher's systems for maintaining instructional records are rudimentary and only partially successful.	Teacher's systems for maintaining instructional records are accurate, efficient and successful.	Students contribute to the maintenance of the systems for maintaining instructional records, which are accurate, efficient and successful

1a - Demonstrating Knowledge of Content and Pedagogy			
<p>INEFFECTIVE</p> <p>The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.</p>	<p>PROGRESSING</p> <p>The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.</p>	<p>EFFECTIVE</p> <p>The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.</p>	<p>HIGHLY EFFECTIVE</p> <p>The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.</p>
1b - Demonstrating Knowledge of Students			
<p>INEFFECTIVE</p> <p>The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p>	<p>PROGRESSING</p> <p>The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p>	<p>EFFECTIVE</p> <p>The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</p>	<p>HIGHLY EFFECTIVE</p> <p>The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.</p>
1c - Setting Instructional Outcomes			
<p>INEFFECTIVE</p> <p>Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.</p>	<p>PROGRESSING</p> <p>Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.</p>	<p>EFFECTIVE</p> <p>Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.</p>	<p>HIGHLY EFFECTIVE</p> <p>Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take the needs of individual students into account.</p>

1d - Demonstrating Knowledge of Resources			
<p>INEFFECTIVE</p> <p>The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.</p>	<p>PROGRESSING</p> <p>The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.</p>	<p>EFFECTIVE</p> <p>The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.</p>	<p>HIGHLY EFFECTIVE</p> <p>The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.</p>
1e - Designing Coherent Instruction			
<p>INEFFECTIVE</p> <p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.</p>	<p>PROGRESSING</p> <p>The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.</p>	<p>EFFECTIVE</p> <p>The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.</p>	<p>HIGHLY EFFECTIVE</p> <p>The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.</p>
1f - Designing Student Assessments			
<p>INEFFECTIVE</p> <p>The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal</p>	<p>PROGRESSING</p> <p>The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>EFFECTIVE</p> <p>The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>HIGHLY EFFECTIVE</p> <p>The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results</p>

<p>impact on the design of future instruction.</p>			<p>to plan future instruction for individual students.</p>
--	--	--	--

2a - Creating an Environment of Respect and Rapport

<p>INEFFECTIVE Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.</p>	<p>PROGRESSING Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.</p>	<p>EFFECTIVE Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.</p>	<p>HIGHLY EFFECTIVE Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.</p>
---	---	---	---

2b - Establishing a Culture for Learning

<p>INEFFECTIVE The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.</p>	<p>PROGRESSING The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the teacher and students appear to be only "going through the motions."</p>	<p>EFFECTIVE The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.</p>	<p>HIGHLY EFFECTIVE High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance--for example, by initiating improvements to their work.</p>
--	--	--	---

2c - Managing Classroom Procedures

<p>INEFFECTIVE</p> <p>Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.</p>	<p>PROGRESSING</p> <p>Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.</p>	<p>EFFECTIVE</p> <p>Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.</p>	<p>HIGHLY EFFECTIVE</p> <p>Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.</p>
--	--	--	---

2d - Managing Student Behavior

<p>INEFFECTIVE</p> <p>There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.</p>	<p>PROGRESSING</p> <p>It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>EFFECTIVE</p> <p>Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.</p>	<p>HIGHLY EFFECTIVE</p> <p>Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</p>
---	---	---	--

2e - Organizing Physical Space

<p>INEFFECTIVE</p> <p>The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.</p>	<p>PROGRESSING</p> <p>The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>EFFECTIVE</p> <p>The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.</p>	<p>HIGHLY EFFECTIVE</p> <p>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.</p>
--	---	--	--

3a - Communicating with Students			
<p>INEFFECTIVE</p> <p>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.</p>	<p>PROGRESSING</p> <p>Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.</p>	<p>EFFECTIVE</p> <p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.</p>	<p>HIGHLY EFFECTIVE</p> <p>Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.</p>
3b - Using Questioning and Discussion Techniques			
<p>INEFFECTIVE</p> <p>The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.</p>	<p>PROGRESSING</p> <p>Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.</p>	<p>EFFECTIVE</p> <p>Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.</p>	<p>HIGHLY EFFECTIVE</p> <p>Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.</p>
3c - Engaging Students in Learning			
<p>INEFFECTIVE</p> <p>Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</p>	<p>PROGRESSING</p> <p>Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.</p>	<p>EFFECTIVE</p> <p>Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.</p>	<p>HIGHLY EFFECTIVE</p> <p>Students, throughout the lesson, are highly intellectually engaged in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.</p>

3d - Using Assessment in Instruction			
<p>INEFFECTIVE</p> <p>Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.</p>	<p>PROGRESSING</p> <p>Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.</p>	<p>EFFECTIVE</p> <p>Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p>	<p>HIGHLY EFFECTIVE</p> <p>Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher, and high-quality feedback to students from a variety of sources.</p>
3e - Demonstrating Flexibility and Responsiveness			
<p>INEFFECTIVE</p> <p>The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>PROGRESSING</p> <p>The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>EFFECTIVE</p> <p>The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p>	<p>HIGHLY EFFECTIVE</p> <p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.</p>
4a - Reflecting on Teaching			
<p>INEFFECTIVE</p> <p>The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.</p>	<p>PROGRESSING</p> <p>The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.</p>	<p>EFFECTIVE</p> <p>The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.</p>	<p>HIGHLY EFFECTIVE</p> <p>The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.</p>

4b - Maintaining Accurate Records			
<p>INEFFECTIVE</p> <p>The teacher's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.</p>	<p>PROGRESSING</p> <p>The teacher's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.</p>	<p>EFFECTIVE</p> <p>The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.</p>	<p>HIGHLY EFFECTIVE</p> <p>The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective, and students contribute to its maintenance.</p>
4c - Communicating with Families			
<p>INEFFECTIVE</p> <p>The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.</p>	<p>PROGRESSING</p> <p>The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.</p>	<p>EFFECTIVE</p> <p>The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.</p>	<p>HIGHLY EFFECTIVE</p> <p>The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.</p>
4d - Participating in a Professional Community			
<p>INEFFECTIVE</p> <p>The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.</p>	<p>PROGRESSING</p> <p>The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.</p>	<p>EFFECTIVE</p> <p>The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.</p>	<p>HIGHLY EFFECTIVE</p> <p>The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.</p>

4e - Growing and Developing Professionally

<p>INEFFECTIVE</p> <p>The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.</p>	<p>PROGRESSING</p> <p>The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.</p>	<p>EFFECTIVE</p> <p>The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.</p>	<p>HIGHLY EFFECTIVE</p> <p>The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.</p>
---	---	---	--

4f - Showing Professionalism

<p>INEFFECTIVE</p> <p>The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.</p>	<p>PROGRESSING</p> <p>The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>EFFECTIVE</p> <p>The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.</p>	<p>HIGHLY EFFECTIVE</p> <p>The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.</p>
---	--	---	--



ETHICAL REASONING COMPETENCY RUBRIC

Definition: Ethical Reasoning requires students to be able to assess their own values and the social context of problems, recognize moral issues in a variety of settings, think about how different perspectives might be applied to dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice decision-making skills and learn how to describe and analyze positions on ethical issues.

Student will be able to...	Mastering 4	Advancing 3	Developing 2	Beginning 1
Articulate Ethical Values	Discusses in detail and analyzes both ethical beliefs and the origins of core beliefs, and discussion has greater depth and clarity. Engages in discussions with greater depth and clarity while respecting other viewpoints.	Discusses in detail and analyzes both ethical beliefs and the origins of core beliefs.	Articulates both ethical beliefs and the origins of core beliefs.	Student is unable to articulate either ethical beliefs or core beliefs or does so with little substance.
Evaluate Different Ethical Perspectives/ Concepts	States a position, and can state and defend against the objections to, assumptions, and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	States a position, and can state and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	States a position, and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	States a position, but cannot state the objections to assumptions and limitations of the different perspectives/concepts.
Discuss Ethical Issues	Recognizes ethical issues when presented in a complex context and engages in and leads conversations about the complexities of the issues.	Recognizes ethical issues when presented in a complex context and engages in conversations about the complexities of the issues.	Recognizes basic and obvious ethical issues. Discusses with a limited perspective the complexities of the issues.	Does not participate in discussions about the complexities of ethical issues.