Identified Student Learning Outcomes for Degree Programs
Developed by the Department of Planning & Institutional Effectiveness, Summer 2011
### Assessment and Evaluation of Domain I

<table>
<thead>
<tr>
<th>Action Plan for 2010-2011 (as written upon assessing the 2009-2010 assessment data)</th>
<th>Program faculty will employ an ongoing maintenance plan as the desired action.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary of Task to Ensure Employment of Action Plan:</strong></td>
<td><strong>Employ an ongoing maintenance plan.</strong></td>
</tr>
</tbody>
</table>

#### Method/Indicator

<table>
<thead>
<tr>
<th>Method of Assessment:</th>
<th>Student-Teacher Final Evaluation Rubric: Domain I - Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Process Description:</strong></td>
<td>Teacher candidates’ final student-teacher portfolios are assessed using a rubric to identify achievement levels and then evaluated for areas of weakness.</td>
</tr>
<tr>
<td><strong>Indicators:</strong></td>
<td></td>
</tr>
<tr>
<td>5=Outstanding</td>
<td>4=Above Average</td>
</tr>
<tr>
<td>3=Average</td>
<td>2=Needs Improvement</td>
</tr>
<tr>
<td>1=Unsatisfactory</td>
<td></td>
</tr>
</tbody>
</table>

#### Expectation of Achievement

Satisfactory achievement will be indicated with 100% of student-teacher portfolios scoring at least a 3 indicating an average or above achievement level.

#### Assessment Data (See "Appendix A")

<table>
<thead>
<tr>
<th>Student-Teacher Final Evaluation Rubric: Domain I – Planning (Fall 2010 – Spring 2011)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong># of portfolios evaluated</strong></td>
<td><strong>17</strong></td>
</tr>
<tr>
<td><strong># of portfolios scoring 3 or above</strong></td>
<td><strong>17</strong></td>
</tr>
<tr>
<td><strong>% of portfolios evaluated scoring 3 or above</strong></td>
<td><strong>17/17 = 100%</strong></td>
</tr>
<tr>
<td><strong>Expectation of achievement met</strong></td>
<td><strong>(Satisfactory)</strong></td>
</tr>
</tbody>
</table>

#### Achievement Results:

Teacher candidates achieved this domain to a satisfactory extent.

#### Assessment of Action Plan Tasks* (as written upon assessing the 2009-2010 assessment data)

* A check mark denotes that the task has been employed.

| **Summary of Task to Ensure Employment of Action Plan:** | **Employ an on-going maintenance plan.** |

#### Evaluation of Results

Program faculty reviewed the assessment data and achievement results. They are confident that the results accurately reflect the degree of learning occurring. Faculty agreed to continue with the assessment process as the desired action.

#### Action Plan for 2011-2012 (as written upon assessing the 2010-2011 assessment data)

Program faculty will employ an ongoing maintenance plan as the desired action.

| **Summary of Task to Ensure Employment of Action Plan:** | **Employ an ongoing maintenance plan.** |
### Assessment and Evaluation of Domain II

<table>
<thead>
<tr>
<th>Action Plan for 2010–2011 (as written upon assessing the 2009-2010 assessment data)</th>
<th>Program faculty will employ an ongoing maintenance plan as the desired action.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary of Task to Ensure Employment of Action Plan:</strong></td>
<td><strong>Employ an ongoing maintenance plan.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method/Indicator</th>
<th><strong>Method of Assessment:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Student-Teacher Final Evaluation Rubric: Domain II - Management</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Process Description:</strong></td>
</tr>
<tr>
<td></td>
<td>Teacher candidates’ final student-teacher portfolios are assessed using a rubric to identify achievement levels and then evaluated for areas of weakness.</td>
</tr>
<tr>
<td></td>
<td><strong>Indicators:</strong></td>
</tr>
<tr>
<td></td>
<td>5=Outstanding</td>
</tr>
<tr>
<td></td>
<td>4=Above Average</td>
</tr>
<tr>
<td></td>
<td>3=Average</td>
</tr>
<tr>
<td></td>
<td>2=Needs Improvement</td>
</tr>
<tr>
<td></td>
<td>1=Unsatisfactory</td>
</tr>
</tbody>
</table>

| Expectation of Achievement | Satisfactory achievement will be indicated with 100% of student-teacher portfolios scoring at least a 3 indicating and average or above achievement level. |

<table>
<thead>
<tr>
<th>Assessment Data (See &quot;Appendix B&quot;)</th>
<th><strong>Student-Teacher Final Evaluation Rubric: Domain II (Fall 2010 – Spring 2011)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of portfolios evaluated</td>
</tr>
<tr>
<td></td>
<td># of portfolios scoring 3 or above</td>
</tr>
<tr>
<td></td>
<td>% of portfolios evaluated scoring 3 or above</td>
</tr>
<tr>
<td></td>
<td>Expectation of achievement met</td>
</tr>
</tbody>
</table>

| Achievement Results | Teacher candidates achieved this domain to a satisfactory extent. |

<table>
<thead>
<tr>
<th>Assessment of Action Plan Tasks* (as written upon assessing the 2009-2010 assessment data)</th>
<th>*A check mark denotes that the task has been employed.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Summary of Task to Ensure Employment of Action Plan:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Employ an on-going maintenance plan.</strong></td>
</tr>
</tbody>
</table>

| Evaluation of Results | Program faculty reviewed the assessment data and achievement results. They are confident that the results accurately reflect the degree of learning occurring. Faculty agreed to continue with the assessment process as the desired action. |

<table>
<thead>
<tr>
<th>Action Plan for 2011–2012 (as written upon assessing the 2010-2011 assessment data)</th>
<th>Program faculty will employ an ongoing maintenance plan as the desired action.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Summary of Task to Ensure Employment of Action Plan:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Employ an ongoing maintenance plan.</strong></td>
</tr>
</tbody>
</table>
### Assessment and Evaluation of Domain III

<table>
<thead>
<tr>
<th>Action Plan for 2010-2011 (as written upon assessing the 2009-2010 assessment data)</th>
<th>Program faculty will employ an ongoing maintenance plan as the desired action. <strong>Summary of Task to Ensure Employment of Action Plan:</strong> Employ an ongoing maintenance plan.</th>
</tr>
</thead>
</table>
| **Method/Indicator** | **Method of Assessment:**  
- Student-Teacher Final Evaluation Rubric: Domain III - Instruction  
**Process Description:** Teacher candidates’ final student-teacher portfolios are assessed using a rubric to identify achievement levels and then evaluated for areas of weakness.  
**Indicators:**  
- 5=Outstanding  
- 4=Above Average  
- 3=Average  
- 2=Needs Improvement  
- 1=Unsatisfactory |
| **Expectation of Achievement** | Satisfactory achievement will be indicated with 100% of student-teacher portfolios scoring at least a 3 indicating and average or above achievement level. |
| **Assessment Data** (See "Appendix C") | **Student-Teacher Final Evaluation Rubric: Domain III – Instruction (Fall 2010 – Spring 2011)**  
- # of portfolios evaluated: 17  
- # of portfolios scoring 3 or above: 17  
- % of portfolios evaluated scoring 3 or above: 17/17 = 100%  
- Expectation of achievement met: (Satisfactory) |
| **Achievement Results:** | Teacher candidates achieved this domain to a satisfactory extent. |
| **Assessment of Action Plan Tasks** (as written upon assessing the 2009-2010 assessment data) | *A check mark denotes that the task has been employed. **Summary of Task to Ensure Employment of Action Plan:**  
- Employ an on-going maintenance plan. |
| **Evaluation of Results** | Program faculty reviewed the assessment data and achievement results. They are confident that the results accurately reflect the degree of learning occurring. Faculty agreed to continue with the assessment process as the desired action. |
| **Action Plan for 2011-2012** (as written upon assessing the 2010-2011 assessment data) | Program faculty will employ an ongoing maintenance plan as the desired action. **Summary of Task to Ensure Employment of Action Plan:**  
- Employ an ongoing maintenance plan. |
### Assessment and Evaluation of Domain IV

<table>
<thead>
<tr>
<th>Action Plan for 2010–2011 (as written upon assessing the 2009-2010 assessment data)</th>
<th>Program faculty will employ an ongoing maintenance plan as the desired action.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary of Task to Ensure Employment of Action Plan:</strong></td>
<td>• Employ an ongoing maintenance plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method/Indicator</th>
<th><strong>Method of Assessment:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Student-Teacher Final Evaluation Rubric: Domain IV - Professionalism</td>
</tr>
<tr>
<td></td>
<td><strong>Process Description:</strong> Teacher candidates’ final student-teacher portfolios are assessed using a rubric to identify achievement levels and then evaluated for areas of weakness.</td>
</tr>
<tr>
<td><strong>Indicators:</strong></td>
<td>• 5=Outstanding</td>
</tr>
<tr>
<td></td>
<td>• 4=Above Average</td>
</tr>
<tr>
<td></td>
<td>• 3=Average</td>
</tr>
<tr>
<td></td>
<td>• 2=Needs Improvement</td>
</tr>
<tr>
<td></td>
<td>• 1=Unsatisfactory</td>
</tr>
</tbody>
</table>

| Expectation of Achievement | Satisfactory achievement will be indicated with 100% of student-teacher portfolios scoring at least a 3 indicating and average or above achievement level. |

<table>
<thead>
<tr>
<th>Assessment Data (See &quot;Appendix D&quot;)</th>
<th><strong>Student-Teacher Final Evaluation Rubric: Domain IV – Professionalism</strong> (Fall 2010 – Spring 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• # of portfolios evaluated</td>
</tr>
<tr>
<td></td>
<td>• # of portfolios scoring 3 or above</td>
</tr>
<tr>
<td></td>
<td>• % of portfolios evaluated scoring 3 or above</td>
</tr>
<tr>
<td></td>
<td>• Expectation of achievement met</td>
</tr>
</tbody>
</table>

| Achievement Results: | Teacher candidates achieved this domain to a satisfactory extent. |

<table>
<thead>
<tr>
<th>Assessment of Action Plan Tasks* (as written upon assessing the 2009-2010 assessment data)</th>
<th>*A check mark denotes that the task has been employed.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary of Task to Ensure Employment of Action Plan:</strong></td>
<td>• Employ an ongoing maintenance plan.</td>
</tr>
</tbody>
</table>

| Evaluation of Results | Program faculty reviewed the assessment data and achievement results. They are confident that the results accurately reflect the degree of learning occurring. Faculty agreed to continue with the assessment process as the desired action. |

<table>
<thead>
<tr>
<th>Action Plan for 2011–2012 (as written upon assessing the 2010-2011 assessment data)</th>
<th>Program faculty will employ an ongoing maintenance plan as the desired action.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary of Task to Ensure Employment of Action Plan:</strong></td>
<td>• Employ an ongoing maintenance plan.</td>
</tr>
</tbody>
</table>
### Assessment and Evaluation of Domain V

<table>
<thead>
<tr>
<th>Action Plan for 2010-2011 (as written upon assessing the 2009-2010 assessment data)</th>
<th>Program faculty will employ an ongoing maintenance plan as the desired action.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary of Task to Ensure Employment of Action Plan:</strong></td>
<td>Employ an ongoing maintenance plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method/Indicator</th>
<th>Method of Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student-Teacher Final Evaluation Rubric: Domain V – School Improvement</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Process Description:</strong></td>
<td>Teacher candidates’ final student-teacher portfolios are assessed using a rubric to identify achievement levels and then evaluated for areas of weakness.</td>
</tr>
<tr>
<td><strong>Indicators:</strong></td>
<td></td>
</tr>
<tr>
<td>5 = Outstanding</td>
<td></td>
</tr>
<tr>
<td>4 = Above Average</td>
<td></td>
</tr>
<tr>
<td>3 = Average</td>
<td></td>
</tr>
<tr>
<td>2 = Needs Improvement</td>
<td></td>
</tr>
<tr>
<td>1 = Unsatisfactory</td>
<td></td>
</tr>
</tbody>
</table>

| Expectation of Achievement | Satisfactory achievement will be indicated with 100% of student-teacher portfolios scoring at least a 3 indicating and average or above achievement level. |

<table>
<thead>
<tr>
<th>Assessment Data (See &quot;Appendix E&quot;)</th>
<th><strong>Student-Teacher Final Evaluation Rubric: Domain V – School Improvement (Fall 2010 – Spring 2011)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td># of portfolios evaluated</td>
<td>17</td>
</tr>
<tr>
<td># of portfolios scoring 3 or above</td>
<td>17</td>
</tr>
<tr>
<td>% of portfolios evaluated scoring 3 or above</td>
<td>17/17 = 100%</td>
</tr>
<tr>
<td>Expectation of achievement met</td>
<td>(Satisfactory)</td>
</tr>
</tbody>
</table>

| Achievement Results: | Teacher candidates achieved this domain to a satisfactory extent. |

**Assessment of Action Plan Tasks** (as written upon assessing the 2009-2010 assessment data) | *A check mark denotes that the task has been employed.* |

| **Summary of Task to Ensure Employment of Action Plan:** | Employ an ongoing maintenance plan. |

| Evaluation of Results | Program faculty reviewed the assessment data and achievement results. They are confident that the results accurately reflect the degree of learning occurring. Faculty agreed to continue with the assessment process as the desired action. |

<table>
<thead>
<tr>
<th>Action Plan for 2011-2012 (as written upon assessing the 2010-2011 assessment data)</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary of Task to Ensure Employment of Action Plan:</strong></td>
<td>Employ an ongoing maintenance plan.</td>
</tr>
</tbody>
</table>
### Rubric: Domain I – Planning

<table>
<thead>
<tr>
<th></th>
<th>1 - Un satisfactory (not acceptable)</th>
<th>2 - Needs Improvement (approaching basic)</th>
<th>3 - Average (satisfactory, basic, acceptable)</th>
<th>4 - Above Average (proficient, but not yet mastered)</th>
<th>5 - Outstanding (mastered attribute consistently)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(0 pts)</td>
<td>(0 pts)</td>
<td>(0 pts)</td>
<td>(0 pts)</td>
<td>(0 pts)</td>
</tr>
<tr>
<td>1. Specifies learner outcomes in clear, concise objectives</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>14</td>
<td>0.00</td>
</tr>
<tr>
<td>2. Includes activities that develop the objectives</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>3. Identifies and plans for individual differences</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>4. Identifies materials, other than standard classroom material, as needed for the lesson</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>5. States method(s) of evaluation to measure learner</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mean</th>
<th>Model</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>1. Specifies learner outcomes in clear, concise objectives</td>
<td>2. Includes activities that develop the objectives</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>3 (17%)</td>
<td>1 (5%)</td>
</tr>
<tr>
<td></td>
<td>14 (82%)</td>
<td>15 (88%)</td>
</tr>
</tbody>
</table>

1 - Unsatisfactory (not acceptable)  
2 - Needs Improvement (approaching basic)  
3 - Average (satisfactory, basic, acceptable)  
4 - Above Average (proficient, but not yet mastered)  
5 - Outstanding (mastered attribute consistently)
2010-11 SLO: APAE (Student Learning Outcomes: Academic Plan Assessment Evaluation)
Early Childhood Education PK-3, BS
NAEYC: P3ED
## Appendix B

### Rubric: Domain II - Management -- Component A: The teacher candidate maintains an environment conducive to learning

<table>
<thead>
<tr>
<th>1 - Unsatisfactory (not acceptable) (1 pts)</th>
<th>2 - Needs Improvement (approaching basic) (0 pts)</th>
<th>3 - Average (satisfactory, basic, acceptable) (0 pts)</th>
<th>4 - Above Average (proficient, but not yet mastered) (0 pts)</th>
<th>5 - Outstanding (mastered attribute consistently) (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>15</td>
</tr>
</tbody>
</table>

1. Organizes space, materials, and/or equipment to facilitate learning

2. Promotes a positive learning climate

<table>
<thead>
<tr>
<th>1. Organizes space, materials, and/or equipment to facilitate learning</th>
<th>2. Promotes a positive learning climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 (5%) 15 (88%)</td>
<td>1 16 (94%)</td>
</tr>
</tbody>
</table>

### Rubric: Domain II - Management -- Component B: The teacher candidate maximizes the amount of time available

<table>
<thead>
<tr>
<th>1 - Unsatisfactory (not acceptable)</th>
<th>2 - Needs Improvement (approaching basic)</th>
<th>3 - Average (satisfactory, basic, acceptable)</th>
<th>4 - Above Average (proficient, but not yet mastered)</th>
<th>5 - Outstanding (mastered attribute consistently)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>15</td>
</tr>
</tbody>
</table>

1.需

2. 需要

3. 平均

4. 以上

5. 优秀

<table>
<thead>
<tr>
<th>1 - Needs Improvement (approaching basic)</th>
<th>2 - Average (satisfactory, basic, acceptable)</th>
<th>3 - Above Average (proficient, but not yet mastered)</th>
<th>4 - Outstanding (mastered attribute consistently)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>16</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

1. 需要改进

2. 平均

3. 以上

4. 优秀

5. 顶级

<table>
<thead>
<tr>
<th>1 - Average (satisfactory, basic, acceptable)</th>
<th>2 - Above Average (proficient, but not yet mastered)</th>
<th>3 - Outstanding (mastered attribute consistently)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unsat.</td>
<td>Improv.</td>
<td>Average</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Unsatisfactory (not acceptable)</td>
<td>Improvement (approaching basic)</td>
<td>Average (satisfactory, basic, acceptable)</td>
</tr>
</tbody>
</table>

1. Manages routines and transitions in a timely manner

2. Manages and/or adjusts allotted time for activities planned

Rubric: Domain II - Management -- Component C: The teacher candidate manages learner behavior to provide productive learning opportunities

1. Unsat. (not acceptable)
2. Needs Improvement (approaching basic)
3. Average (satisfactory, basic, acceptable)
4. Above Average (proficient, but not yet mastered)
5. Outstanding (mastered attribute consistently)
<table>
<thead>
<tr>
<th></th>
<th>0 pts</th>
<th>g basic</th>
<th>(0 pts)</th>
<th>yet mastered</th>
<th>(0 pts)</th>
<th>attribute consistently</th>
<th>(0 pts)</th>
<th>y (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establishes expectations for learner behavior</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>14</td>
<td></td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>2. Uses monitoring techniques to facilitate learning</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>15</td>
<td></td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

1. Establishes expectations for learner behavior
2. Uses monitoring techniques to facilitate learning

1- Unsatisfactory (not acceptable) 2- Needs Improvement (approaching basic) 3- Average (satisfactory, basic, acceptable) 4- Above Average (proficient, but not yet mastered) 5- Outstanding (mastered attribute consistently)
Appendix C

Rubric: Domain III - Instruction -- Component A: The teacher candidate delivers instruction effectively

<table>
<thead>
<tr>
<th></th>
<th>1- Unsatisfactory (not acceptable) (0 pts)</th>
<th>2- Needs Improvement (approaching basic) (0 pts)</th>
<th>3- Average (satisfactory, basic, acceptable) (0 pts)</th>
<th>4- Above Average (proficient, but not yet mastered) (0 pts)</th>
<th>5- Outstanding (mastered attribute consistently) (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>14</td>
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<tr>
<td></td>
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<td>1</td>
<td>1</td>
<td>15</td>
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<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Mod</th>
<th>Stdev</th>
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<tbody>
<tr>
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</tbody>
</table>

1. Uses technique(s) which develop(s) lesson objective(s)
2. Sequences lessons to promote learning
3. Uses available teaching material(s) to achieve lesson objective(s)
4. Adjusts lesson when appropriate using reflection on practice in practice
5. Integrates technology
Rubric: Domain III - Instruction -- Component B: The teacher candidate presents appropriate content

<table>
<thead>
<tr>
<th>1. Presents content at a developmentally appropriate</th>
<th>2. Needs Improvement (approaching basic)</th>
<th>3. Average (satisfactory, basic, acceptable)</th>
<th>4. Above Average (proficient, but not yet mastered)</th>
<th>5. Outstanding (mastered attribute consistently)</th>
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|
|---|---|---|---|---|
|1. | 2. | 3. | 4. | 5. |
|   |   |   |    |    |
|1(5%) | 16 (94%) | 15 (88%) | 14 (82%) | 14 (82%) |

1. Uses technique(s) which develop(s) lesson objective(s)
2. Sequences lessons to promote learning
3. Uses available teaching material(s) to achieve lesson objective(s)
4. Adjusts lesson when appropriate using reflection on practice in practice
5. Integrates technology into instruction
2010-11 SLO: APAE (Student Learning Outcomes: Academic Plan Assessment Evaluation)

Early Childhood Education PK-3, BS

NAEYC: P3ED

1. Presents content at a developmentally appropriate level
2. Presents accurate subject matter
3. Relates relevant examples, unexpected situations, or current events to the content

<table>
<thead>
<tr>
<th></th>
<th>1 (5%)</th>
<th>16 (94%)</th>
<th>1 (5%)</th>
<th>15 (88%)</th>
<th>2 (11%)</th>
<th>15 (88%)</th>
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</thead>
<tbody>
<tr>
<td>1. Presents content at a developmentally appropriate level</td>
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<tr>
<td>2. Presents accurate subject matter</td>
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<tr>
<td>3. Relates relevant examples, unexpected situations, or current events to the content</td>
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</table>

Rubric: Domain III - Instruction -- Component C: The teacher candidate provides opportunities for student involvement in the learning process

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<th>1- Unsatisfactory (not acceptable) (0 pts)</th>
<th>2- Needs Improvement (approaching basic) (0 pts)</th>
<th>3- Average (satisfactory, basic, acceptable) (0 pts)</th>
<th>4- Above Average (proficient, but not yet mastered) (0 pts)</th>
<th>5- Outstanding (mastered attribute consistently) (0 pts)</th>
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<tbody>
<tr>
<td>1. Accommodates individual needs</td>
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</table>
1. Accommodates individual differences

2. To work for the academic excellence of all students from diverse cultural, social, and intellectual backgrounds.

3. Demonstrates ability to communicate effectively with students

4. Stimulates and encourages higher order thinking at the appropriate developmental levels

5. Encourages student participation.
students
4. Stimulates and encourages higher order thinking at the appropriate developmental levels
5. Encourages student participation.

<table>
<thead>
<tr>
<th>1- Unsatisfactory (not acceptable)</th>
<th>2- Needs Improvement (approaching basic)</th>
<th>3- Average (satisfactory, basic, acceptable)</th>
<th>4- Above Average (proficient, but not yet mastered)</th>
<th>5- Outstanding (mastered attribute consistently)</th>
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<tr>
<td>2 (11%)</td>
<td>2 (11%)</td>
<td>13 (76%)</td>
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</tbody>
</table>

Rubric: Domain III - Instruction -- Component D: The teacher candidate assesses student progress effectively

1. Consistently monitors ongoing performance of students
2. Uses appropriate and effective technique(s)
3. Provides timely feedback to students regarding

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<th>2- Needs Improvement (approaching basic) (0 pts)</th>
<th>3- Average (satisfactory, basic, acceptable) (0 pts)</th>
<th>4- Above Average (proficient, but not yet mastered) (0 pts)</th>
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their progress
4. Produces evidence of student academic growth under his/her instruction

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</table>

1. Consistently monitors ongoing performance of students
2. Uses appropriate and effective technique(s)
3. Provide timely feedback to students regarding their progress
4. Produces evidence of student academic growth under his/her instruction

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<td>1 (5%)</td>
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<td>2 (11%)</td>
<td>1 (5%)</td>
<td>14 (82%)</td>
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</table>

1- Unsatisfactory (not acceptable)
2- Needs Improvement (approaching basic)
3- Average (satisfactory, basic, acceptable)
4- Above Average (proficient, but not yet mastered)
5- Outstanding (mastered attribute consistently)
### Appendix D

Rubric: Domain IV - Component A: The teacher candidate plans for professional development.

<table>
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<tr>
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<th>2- Needs Improvement (approaching basic) (0 pts)</th>
<th>3- Average (satisfactory, basic, acceptable) (0 pts)</th>
<th>4- Above Average (proficient, but not yet mastered) (0 pts)</th>
<th>5- Outstanding (mastered attribute consistently) (0 pts)</th>
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<td>1</td>
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</tbody>
</table>

1. Applies ethical and legal concepts

2. Works productively

3. Meets school and university expectations

4. Seeks professional improvement

5. Works cooperatively with teachers, administrators, parents, and other school personnel

1. Applies ethical and legal concepts
   - 17 (100%)

2. Works productively
   - 2 (11%) 15 (88%)

3. Meets school and university expectations
   - 3 (17%) 14 (82%)
4. Seeks professional improvement

5. Works cooperatively with teachers, administrators, parents, and other school personnel

1- Unsatisfactory (not acceptable)  2- Needs Improvement (approaching basic)  3- Average (satisfactory, basic, acceptable)  4- Above Average (proficient, but not yet mastered)  5- Outstanding (mastered attribute consistently)

2 (11%)  15 (88%)  1 (5%)  16 (94%)
## Appendix E

### Rubric: Domain V - School Improvement -- Component A: The teacher creates partnership with parents/caregiver

<table>
<thead>
<tr>
<th>Score Level</th>
<th>Description</th>
<th>Points</th>
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<tbody>
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<td>Unsatisfactory (not acceptable)</td>
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<td>2</td>
<td>Needs Improvement (approaching basic, acceptable)</td>
<td>0 pts</td>
</tr>
<tr>
<td>3</td>
<td>Average (satisfactory, basic, acceptable)</td>
<td>0 pts</td>
</tr>
<tr>
<td>4</td>
<td>Above Average (proficient, but not yet mastered)</td>
<td>0 pts</td>
</tr>
<tr>
<td>5</td>
<td>Outstanding (mastered attribute, consistently)</td>
<td>0 pts</td>
</tr>
</tbody>
</table>

1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning.

2. Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom.

3. Seeks community involvement in instructional program.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 (11%)</td>
</tr>
<tr>
<td>2</td>
<td>4 (23%)</td>
</tr>
<tr>
<td>3</td>
<td>11 (64%)</td>
</tr>
</tbody>
</table>

*Means and standard deviations*
information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning.

2. Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom.

3. Seeks community involvement in instructional program.

1- Unsatisfactory (not acceptable)  2- Needs Improvement (approaching basic)  3- Average (satisfactory, basic, acceptable)  4- Above Average (proficient, but not yet mastered)  5- Outstanding (mastered attribute consistently