

# ART

## Framework for Teaching Cluster 1: Clarity & Accuracy

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students.</i>	<i>The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.</i>	<i>The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.</i>	<i>The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.</i>	
Demonstrating Knowledge of Content and Pedagogy (1a) InTASC 4	SPR 22	0	0	0	5	4.0
	SPR21	0	0	6	1	3.1
	F20	0	0	1	2	3.7
Demonstrating Knowledge of Students (1b) InTASC 1; InSTASC 2;	SPR 22	0	0	0	5	4.0
	SPR21	0	0	5	2	3.3
	F20	0	0	2	1	3.3
Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instructional Outcomes (1a/1b/1c) InTASC 1; InSTASC 2; InTASC 4	SPR 22	0	0	0	5	4.0
	SPR21	0	0	4	3	3.4
	F20	0	0	0	3	4.0
Demonstrating Knowledge of Resources, Designing Coherent Instruction, Communicating with Students, Using Questioning and Discussion Techniques (1d/1e; 3a/3b) InTASC 1; InTASC 5; InTASC 8	SPR 22	0	0	0	5	4.0
	SPR21	0	0	5	2	3.3
	F20	0	0	1	2	3.7

	Level 1:	Level 2:	Level 3:	Level 4:	Mean Scores
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		Negative Learning Impact	Limited Learning Impact	Strong Learning Impact	Student-Owned Learning Impact	
		<i>The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students.</i>	<i>The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.</i>	<i>The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.</i>	<i>The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.</i>	
Communicating with Students (3a) InTASC 5	SPR 22	0	0	1	4	3.8
	SPR21	0	0	2	5	3.7
	F20	0	0	2	1	3.3
Communicating with Students (3a) InTASC 5	SPR 22	0	0	2	3	3.6
	SPR21	0	0	2	5	3.7
	F20	0	0	1	2	3.7
Communicating with Students: Using Questioning and Discussion Techniques (3a/3b) InTASC 5; InTASC 8	SPR 22	0	0	2	3	3.6
	SPR21	0	0	6	1	3.1
	F20	0	0	2	1	3.3
Using Questioning and Discussion Techniques, Engaging Students in Learning (3b/3c) InTASC 1; InTASC 3; InTASC 8	SPR 22	0	0	1	4	3.8
	SPR21	0	0	3	4	3.6
	F20	0	0	1	2	3.7

## Framework for Teaching Cluster 2: Learning Environment

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance.</i>	<i>Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and moderate levels of student perseverance.</i>	<i>The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work.</i>	<i>Classroom interactions indicate high levels of caring and respect, student assumption of responsibility for the culture of civility, mutual support for work of high quality, and perseverance in achieving that quality.</i>	
Creating an Environment of Respect and Rapport (2a) InSTAC 3	SPR 22	0	0	2	3	3.6
	SPR21	0	0	4	3	3.4
	F20	0	0	1	2	3.7
Creating an Environment of Respect and Rapport (2a) InSTAC 3	SPR 22	0	0	0	5	4.0
	SPR21	0	0	2	5	3.7
	F20	0	0	0	3	4.0
Establishing a Culture for Learning (2b)	SPR 22	0	0	0	5	4.0
	SPR21	0	0	2	5	3.7
	F20	0	0	2	1	3.3
Establishing a Culture for Learning (2b)	SPR 22	0	0	2	3	3.6
	SPR21	0	0	3	4	3.6
	F20	0	0	1	2	3.7

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Score
		<i>Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance.</i>	<i>Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and moderate levels of student perseverance.</i>	<i>The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work.</i>	<i>Classroom interactions indicate high levels of caring and respect, student assumption of responsibility for the culture of civility, mutual support for work of high quality, and perseverance in achieving that quality.</i>	
Establishing a Culture for Learning (2b)	SPR 22	0	0	1	4	3.8
	SPR21	0	0	4	3	3.4
	F20	0	0	0	3	4.0
Creating an Environment of Respect and Rapport (2a) InSTAC 3	SPR 22	0	0	3	2	3.4
	SPR21	0	0	6	1	3.1
	F20	0	0	1	2	3.7
Managing Classroom Procedures (2c)	SPR 22	0	0	3	2	3.4
	SPR21	0	0	3	3	3.5
	F20	0	0	2	1	3.3

### Framework for Teaching Cluster 3:

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The classroom environment is disorganized and chaotic.</i>	<i>The classroom is at times disorganized.</i>	<i>The classroom functions smoothly and efficiently.</i>	<i>The classroom functions seamlessly.</i>	
Managing Classroom Procedures (2c)	SPR 22	0	0	3	2	3.4
	SPR21	0	0	4	3	3.4
	F20	0	0	2	1	3.3
Managing Classroom Procedures (2c)	SPR 22	0	0	2	3	3.6
	SPR21	0	0	5	2	3.3
	F20	0	0	3	0	3.0
Managing Student Behavior (2d)	SPR 22	0	0	1	4	3.8
	SPR21	0	0	6	1	3.1
	F20	0	0	2	1	3.3
Managing Student Behavior (2e)	SPR 22	0	0	1	4	3.8
	SPR21	0	0	2	5	3.7
	F20	0	0	2	1	3.3
Managing Student Behavior (2c)	SPR 22	0	0	1	4	3.8
	SPR21	0	0	3	3	3.5
	F20	0	0	3	0	3.0

## Framework for Teaching Cluster 4: Intellectual Engagement

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The level of student intellectual engagement is low.</i>	<i>The level of student intellectual engagement is modest.</i>	<i>The level of student intellectual engagement is high, creating a cognitively busy place, with student encouraged to use their minds.</i>	<i>The level of student intellectual engagement is demanding, creating a cognitively vibrant environment, with students encouraged to stretch their thinking.</i>	
Establishing a Culture for Learning (2b)	SPR 22	0	0	2	3	3.6
	SPR21	0	0	4	3	3.4
	F20	0	0	2	1	3.3
Communicating With Students (3a) InTASC 5	SPR 22	0	0	2	3	3.6
	SPR21	0	0	3	4	3.6
	F20	0	0	2	1	3.3
Engaging Students in Learning (3c) InTASC 1; InTASC 4; InTASC 5	SPR 22	0	0	1	4	3.8
	SPR21	0	0	5	2	3.3
	F20	0	0	3	0	3.0
Using Questioning and Discussion Techniques (3b) InTASC 8	SPR 22	0	0	3	2	3.4
	SPR21	0	0	6	1	3.1
	F20	0	0	3	0	3.0
Using Questioning and Discussion Techniques (3b) InTASC 8	SPR 22	0	0	1	4	3.8
	SPR21	0	0	4	3	3.4
	F20	0	0	2	1	3.3
Using Questioning and Discussion Techniques (3b) InTASC 8	SPR 22	0	0	3	2	3.4
	SPR21	0	0	5	2	3.3
	F20	0	0	2	1	3.3
Using Questioning and Discussion Techniques (3b) InTASC 8	SPR 22	0	0	2	3	3.6
	SPR21	0	0	3	4	3.6
	F20	0	0	2	1	3.3

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Score
		<i>The level of student intellectual engagement is low.</i>	<i>The level of student intellectual engagement is modest.</i>	<i>The level of student intellectual engagement is high, creating a cognitively busy place, with student encouraged to use their minds.</i>	<i>The level of student intellectual engagement is demanding, creating a cognitively vibrant environment, with students encouraged to stretch their thinking.</i>	
Using Questioning and Discussion Techniques (3b) InTASC 8	SPR 22	0	0	2	3	3.6
	SPR21	0	0	5	2	3.3
	F20	0	0	1	2	3.7
Engaging Students in Learning (3c) InTASC 1; InSTAC 3; InTASC 4; InTASC 5 InTASC 8	SPR 22	0	0	1	4	3.8
	SPR21	0	0	5	2	3.3
	F20	0	0	1	2	3.7

## Framework for Teaching Cluster 5 Scores: Successful Learning

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The teacher makes no attempt to ensure the learning of all students.</i>	<i>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students</i>	<i>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</i>	<i>The teacher consistently and successfully ensures learning by all students.</i>	
Setting Instructional Outcomes, Designing Student Assessments (1c/1f) InTASC 1; InTASC 6	SPR 22	0	0	3	2	3.4
	SPR21	0	0	4	3	3.4
	F20	0	0	1	2	3.7
Designing Student Assessments (1f) InTASC 6	SPR 22	0	0	2	3	3.6
	SPR21	0	0	2	5	3.7
	F20	0	0	2	1	3.3
Using Assessment in Instruction (3d) InTASC 6	SPR 22	0	0	0	5	4.0
	SPR21	0	0	5	2	3.3
	F20	0	0	2	1	3.3
Using Assessment in Instruction (3d) InTASC 6	SPR 22	0	0	0	5	4.0
	SPR21	0	0	6	1	3.1
	F20	0	0	2	1	3.3
Demonstrating Flexibility and Responsiveness (3e)	SPR 22	0	0	1	4	3.8
	SPR21	0	0	4	3	3.4
	F20	0	0	2	1	3.3
Demonstrating Flexibility and Responsiveness (3e)	SPR 22	0	0	0	5	4.0
	SPR21	0	0	4	3	3.4
	F20	0	0	1	2	3.7
Maintaining Accurate Records, Communicating with Families (4b/4c) InTASC 10	SPR 22	0	0	2	3	3.6
	SPR21	0	0	6	0	3.0
	F20	0	0	2	1	3.3
Reflecting on Teaching (4a) InTASC 9	SPR 22	0	0	1	4	3.8
	SPR21	0	0	4	3	3.4
	F20	0	0	2	1	3.3

## Framework for Teaching Cluster 6: Professionalism

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The teacher makes no attempt to ensure the learning of all students.</i>	<i>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students</i>	<i>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</i>	<i>The teacher consistently and successfully ensures learning by all students.</i>	
Participating in a Professional Community (4d) InTASC 10	SPR 22	0	0	1	4	3.8
	SPR 21	0	1	5	0	2.8
	F20	0	0	2	1	3.3
Participating in a Professional Community (4d) InTASC 9	SPR 22	0	0	3	2	3.4
	SPR21	0	4	3	0	2.4
	F20	0	0	3	0	3.0
Growing and Developing Professionally (4e) InTASC 9	SPR 22	0	0	2	3	3.6
	SPR 21	0	2	4	1	2.9
	F20	0	0	3	0	3.0
Participating in a Professional Community (4d) InTASC 10	SPR 22	0	0	3	2	3.4
	SPR 21	0	0	6	0	3.0
	F20	0	0	2	1	3.3
Showing Professionalism (4f) InTASC 10	SPR 22	0	0	4	1	3.2
	SPR 21	0	0	3	4	3.6
	F20	0	0	3	0	3.0
Showing Professionalism (4f) InTASC 10	SPR 22	0	0	4	1	3.2
	SPR 21	0	0	6	1	3.1
	F20	0	0	3	0	3.0

## Elementary BA

### Framework for Teaching Cluster 1: Clarity & Accuracy

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students.</i>	<i>The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.</i>	<i>The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.</i>	<i>The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.</i>	
Demonstrating Knowledge of Content and Pedagogy (1a) InTASC 4	SPR 22	0	2	26	11	3.2
	Fall 21	0	2	4	2	3.0
	SPR 21	1	4	28	27	3.4
Demonstrating Knowledge of Students (1b) InTASC 1; InSTASC 2;	SPR 22	0	2	26	11	3.2
	Fall 21	0	1	5	0	2.8
	SPR 21	0	4	30	27	3.4
Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instructional Outcomes (1a/1b/1c) InTASC 1; InSTASC 2; InTASC 4	SPR 22	0	2	18	18	3.4
	Fall 21	0	0	5	0	3.0
	SPR 21	0	3	27	31	3.5
Demonstrating Knowledge of Resources, Designing Coherent Instruction, Communicating with Students, Using Questioning and Discussion Techniques (1d/1e; 3a/3b) InTASC 1; InTASC 5; InTASC 8	SPR 22	0	2	21	16	3.4
	Fall 21	0	1	4	0	2.8
	SPR 21	3	5	24	32	3.4

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students.</i>	<i>The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.</i>	<i>The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.</i>	<i>The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.</i>	
Communicating with Students (3a) InTASC 5	SPR 22	0	5	18	16	3.3
	Fall 21	0	1	3	0	2.8
	SPR 21	0	3	21	37	3.6
Communicating with Students (3a) InTASC 5	SPR 22	0	9	11	19	3.3
	Fall 21	0	2	2	0	2.5
	SPR 21	1	6	16	28	3.5
Communicating with Students: Using Questioning and Discussion Techniques (3a/3b) InTASC 5; InTASC 8	SPR 22	0	5	24	11	3.2
	Fall 21	0	0	4	0	3.0
	SPR 21	1	4	29	27	3.3
Using Questioning and Discussion Techniques, Engaging Students in Learning (3b/3c) InTASC 1; InSTAC 3; InTASC 8	SPR 22	0	5	20	14	3.2
	Fall 21	0	1	4	0	2.8
	SPR 21	1	4	27	29	3.4

## Framework for Teaching Cluster 2: Learning Environment

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance.</i>	<i>Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and moderate levels of student perseverance.</i>	<i>The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work.</i>	<i>Classroom interactions indicate high levels of caring and respect, student assumption of responsibility for the culture of civility, mutual support for work of high quality, and perseverance in achieving that quality.</i>	
Creating an Environment of Respect and Rapport (2a) InSTAC 3	SPR 22	0	4	18	15	3.3
	Fall 21	0	2	4	2	3.0
	SPR 21	0	2	22	37	3.6
Creating an Environment of Respect and Rapport (2a) InSTAC 3	SPR 22	0	1	11	25	3.6
	Fall 21	0	0	5	3	3.4
	SPR 21	0	2	17	42	3.7
Establishing a Culture for Learning (2b)	SPR 22	0	1	24	12	3.3
	Fall 21	0	3	5	0	2.6
	SPR 21	0	3	25	33	3.5
Establishing a Culture for Learning (2b)	SPR 22	0	7	22	8	3.0
	Fall 21	0	4	4	0	2.5
	SPR 21	0	5	20	36	3.5

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Score
		<i>Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance.</i>	<i>Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and moderate levels of student perseverance.</i>	<i>The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work.</i>	<i>Classroom interactions indicate high levels of caring and respect, student assumption of responsibility for the culture of civility, mutual support for work of high quality, and perseverance in achieving that quality.</i>	
Establishing a Culture for Learning (2b)	SPR 22	0	1	16	20	3.5
	Fall 21	0	0	6	2	3.3
	SPR 21	0	1	20	40	3.6
Creating an Environment of Respect and Rapport (2a) InSTAC 3	SPR 22	0	0	18	19	3.5
	Fall 21	0	0	6	2	3.3
	SPR 21	0	4	17	40	3.6
Managing Classroom Procedures (2c)	SPR 22	0	2	24	11	3.2
	Fall 21	0	2	4	2	3.0
	SPR 21	0	5	21	35	3.5

### Framework for Teaching Cluster 3:

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The classroom environment is disorganized and chaotic.</i>	<i>The classroom is at times disorganized.</i>	<i>The classroom functions smoothly and efficiently.</i>	<i>The classroom functions seamlessly.</i>	
Managing Classroom Procedures (2c)	SPR 22	0	5	15	16	3.3
	Fall 21	0	3	4	1	2.8
	SPR 21	0	7	24	27	3.3
Managing Classroom Procedures (2c)	SPR 22	0	1	27	8	3.2
	Fall 21	0	4	4	0	2.5
	SPR 21	0	5	28	26	3.4
Managing Student Behavior (2d)	SPR 22	0	3	19	14	3.3
	Fall 21	0	2	6	0	2.8
	SPR 21	0	6	25	28	3.4
Managing Student Behavior (2e)	SPR 22	0	0	21	15	3.4
	Fall 21	0	0	8	0	3.0
	SPR 21	0	0	29	30	3.51
Managing Student Behavior (2c)	SPR 22	0	0	16	15	3.5
	Fall 21	0	0	5	1	3.2
	SPR 21	1	1	23	29	3.5

## Framework for Teaching Cluster 4: Intellectual Engagement

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The level of student intellectual engagement is low.</i>	<i>The level of student intellectual engagement is modest.</i>	<i>The level of student intellectual engagement is high, creating a cognitively busy place, with student encouraged to use their minds.</i>	<i>The level of student intellectual engagement is demanding, creating a cognitively vibrant environment, with students encouraged to stretch their thinking.</i>	
Establishing a Culture for Learning (2b)	SPR 22	0	2	15	19	3.5
	Fall 21	0	0	7	1	3.1
	SPR 21	1	3	25	30	3.4
Communicating With Students (3a) InTASC 5	SPR 22	0	3	16	17	3.4
	Fall 21	0	1	6	1	3.0
	SPR 21	0	3	21	36	3.6
Engaging Students in Learning (3c) InTASC 1; InTASC 4; InTASC 5	SPR 22	1	5	21	8	3.0
	Fall 21	0	2	6	0	2.8
	SPR 21	1	3	30	25	3.3
Using Questioning and Discussion Techniques (3b) InTASC 8	SPR 22	0	4	24	9	3.1
	Fall 21	0	4	4	0	2.5
	SPR 21	1	5	28	26	3.3
Using Questioning and Discussion Techniques (3b) InTASC 8	SPR 22	0	6	16	15	3.2
	Fall 21	0	5	1	2	2.6
	SPR 21	0	6	23	30	3.4
Using Questioning and Discussion Techniques (3b) InTASC 8	SPR 22	1	1	21	14	3.3
	Fall 21	0	1	6	1	3.0
	SPR 21	1	2	27	29	3.4
Using Questioning and Discussion Techniques (3b) InTASC 8	SPR 22	0	4	22	10	3.2
	Fall 21	0	2	6	0	2.8
	SPR 21	0	4	28	27	3.41

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Score
		<i>The level of student intellectual engagement is low.</i>	<i>The level of student intellectual engagement is modest.</i>	<i>The level of student intellectual engagement is high, creating a cognitively busy place, with student encouraged to use their minds.</i>	<i>The level of student intellectual engagement is demanding, creating a cognitively vibrant environment, with students encouraged to stretch their thinking.</i>	
Using Questioning and Discussion Techniques (3b) InTASC 8	SPR 22	0	1	27	9	3.2
	Fall 21	0	0	8	0	3.0
	SPR 21	1	1	25	32	3.5
Engaging Students in Learning (3c) InTASC 1; InSTAC 3; InTASC 4; InTASC 5 InTASC 8	SPR 22	0	6	19	13	3.2
	Fall 21	0	2	5	0	2.7
	SPR 21	0	4	23	31	3.5

## Framework for Teaching Cluster 5 Scores: Successful Learning

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The teacher makes no attempt to ensure the learning of all students.</i>	<i>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students</i>	<i>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</i>	<i>The teacher consistently and successfully ensures learning by all students.</i>	
Setting Instructional Outcomes, Designing Student Assessments (1c/1f) InTASC 1; InTASC 6	SPR 22	0	3	22	12	3.2
	Fall 21	0	3	5	0	2.6
	SPR 21	0	5	27	27	3.4
Designing Student Assessments (1f) InTASC 6	SPR 22	0	2	19	16	3.4
	Fall 21	0	4	4	0	2.5
	SPR 21	1	3	23	33	3.5
Using Assessment in Instruction (3d) InTASC 6	SPR 22	0	6	22	9	3.1
	Fall 21	0	2	6	0	2.8
	SPR 21	1	4	26	28	3.4
Using Assessment in Instruction (3d) InTASC 6	SPR 22	0	3	25	9	3.2
	Fall 21	0	3	5	0	2.6
	SPR 21	0	3	30	26	3.4
Demonstrating Flexibility and Responsiveness (3e)	SPR 22	1	6	18	12	3.1
	Fall 21	0	4	4	0	2.5
	SPR 21	1	4	30	24	3.3
Demonstrating Flexibility and Responsiveness (3e)	SPR 22	0	3	16	18	3.4
	Fall 21	0	1	4	3	3.3
	SPR 21	0	2	20	37	3.6
Maintaining Accurate Records, Communicating with Families (4b/4c) InTASC 10	SPR 22	1	3	18	14	3.3
	Fall 21	0	4	2	0	2.3
	SPR 21	1	8	23	27	3.3
Reflecting on Teaching (4a) InTASC 9	SPR 22	0	6	14	16	3.3
	Fall 21	0	3	3	2	2.9
	SPR 21	0	4	20	34	3.5

## Framework for Teaching Cluster 6: Professionalism

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The teacher makes no attempt to ensure the learning of all students.</i>	<i>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students</i>	<i>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</i>	<i>The teacher consistently and successfully ensures learning by all students.</i>	
Participating in a Professional Community (4d) InTASC 10	SPR 22	0	3	18	16	3.4
	Fall 21	0	4	3	0	2.4
	SPR 21	1	4	26	28	3.4
Participating in a Professional Community (4d) InTASC 9	SPR 22	0	4	20	10	3.2
	Fall 21	0	3	4	0	2.6
	SPR 21	1	10	26	21	3.2
Growing and Developing Professionally (4e) InTASC 9	SPR 22	0	6	21	10	3.1
	Fall 21	0	3	4	0	2.6
	SPR 21	1	8	25	24	3.2
Participating in a Professional Community (4d) InTASC 10	SPR 22	0	4	20	13	3.2
	Fall 21	0	1	6	0	2.9
	SPR 21	1	7	22	28	3.3
Showing Professionalism (4f) InTASC 10	SPR 22	0	1	25	11	3.3
	Fall 21	0	1	5	1	3.0
	SPR 21	1	2	30	25	3.4
Showing Professionalism (4f) InTASC 10	SPR 22	0	1	28	8	3.2
	Fall 21	0	0	6	1	3.1
	SPR 21	1	2	31	24	3.3

## English BA

### Framework for Teaching Cluster 1: Clarity & Accuracy

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students.</i>	<i>The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.</i>	<i>The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.</i>	<i>The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.</i>	
Demonstrating Knowledge of Content and Pedagogy (1a) InTASC 4	Fall 22	0	0	9	2	3.2
	Fall 21	0	0	1	1	3.5
Demonstrating Knowledge of Students (1b) InTASC 1; InTASC 2	Fall 22	0	0	9	2	3.2
	Fall 21	0	0	1	1	3.5
Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instructional Outcomes (1a/1b/1c) InTASC 1; InTASC 2; InTASC 4	Fall 22	0	1	8	2	3.1
	Fall 21	0	0	1	1	3.5
Demonstrating Knowledge of Resources, Designing Coherent Instruction, Communicating with Students, Using Questioning and Discussion Techniques (1d/1e; 3a/3b) InTASC 1; InTASC 5; InTASC 8	Fall 22	0	2	8	1	2.9
	Fall 21	0	0	1	1	3.5
Communicating with Students (3a) InTASC 5	Fall 22	0	2	9	0	2.8
	Fall 21	0	0	1	1	3.5

Communicating with Students (3a) InTASC 5	Fall 22	0	4	6	1	2.7
	Fall 21	0	0	1	1	3.5
Communicating with Students: Using Questioning and Discussion Techniques (3a/3b) InTASC 5; InTASC 8	Fall 22					
	Fall 21	0	0	1	1	3.5
Using Questioning and Discussion Techniques, Engaging Students in Learning (3b/3c) InTASC 1; InTASC 3; InTASC 8	Fall 22	0	2	8	1	2.9
	Fall 21	0	0	1	1	3.5

## Framework for Teaching Cluster 2: Learning Environment

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance.</i>	<i>Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and modes levels of student perseverance.</i>	<i>The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work.</i>	<i>Classroom interactions indicate high levels of caring and respect, student assumption of responsibility for the culture of civility, mutual support for work of high quality, and perseverance in achieving that quality.</i>	
Creating an Environment of Respect and Rapport (2a) InSTAC 3	Fall 22	0	2	6	3	3.1
	Fall 21	0	0	1	1	3.5
Creating an Environment of Respect and Rapport (2a) InSTAC 3	Fall 22	0	0	7	4	3.4
	Fall 21	0	0	0	2	4.0
Establishing a Culture for Learning (2b)	Fall 22	0	0	9	2	3.2
	Fall 21	0	0	1	1	3.5
Establishing a Culture for Learning (2b)	Fall 22	0	2	8	1	2.9
	Fall 21	0	0	1	1	3.5
Establishing a Culture for Learning (2b)	Fall 22	0	2	8	1	2.9
	Fall 21	0	0	1	1	3.5
Creating an Environment of Respect and Rapport (2a) InSTAC 3	Fall 22	0	2	8	1	2.9
	Fall 21	0	1	0	1	3.0
Managing Classroom Procedures (2c)	Fall 22	0	3	7	1	2.8
	Fall 21	0	0	1	1	3.5

### Framework for Teaching Cluster 3:

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The classroom environment is disorganized and chaotic.</i>	<i>The classroom is at times disorganized.</i>	<i>The classroom functions smoothly and efficiently.</i>	<i>The classroom functions seamlessly.</i>	
Managing Classroom Procedures (2c)	Fall 22	0	0	11	0	3.0
	Fall 21	0	1	0	1	3.0
Managing Classroom Procedures (2c)	Fall 22	0	2	9	0	2.8
	Fall 21	0	0	2	0	3.0
Managing Student Behavior (2d)	Fall 22	0	1	8	2	3.1
	Fall 21	0	0	2	0	3.0
Managing Student Behavior (2e)	Fall 22	0	2	8	1	2.9
	Fall 21	0	0	1	1	3.5
Managing Student Behavior (2c)	Fall 22	0	0	8	3	3.3
	Fall 21	0	0	1	1	3.5

### Framework for Teaching Cluster 4 scores: Intellectual Engagement

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The level of student intellectual engagement is low.</i>	<i>The level of student intellectual engagement is modest.</i>	<i>The level of student intellectual engagement is high, creating a cognitively busy place, with student encouraged to use their minds.</i>	<i>The level of student intellectual engagement is demanding, creating a cognitively vibrant environment, with students encouraged to stretch their thinking.</i>	
Establishing a Culture for Learning (2b)	Fall 22	0	1	9	1	3.0
	Fall 21	0	0	2	0	3.0
Communicating With Students (3a) InTASC 5	Fall 22	0	0	9	2	3.2
	Fall 21	0	0	1	1	3.5
Engaging Students in Learning (3c) InTASC 1; InTASC 4; InTASC 5	Fall 22	0	0	10	1	3.1
	Fall 21	0	0	2	0	3.0
Using Questioning and Discussion Techniques (3b) InTASC 8	Fall 22	0	2	9	0	2.8
	Fall 21	0	0	2	0	3.0
Using Questioning and Discussion Techniques (3b) InTASC 8	Fall 22	0	4	6	1	2.7
	Fall 21	0	0	1	1	3.5
Using Questioning and Discussion Techniques (3b) InTASC 8	Fall 22	0	7	3	1	2.5
	Fall 21	0	0	1	1	3.5
Using Questioning and Discussion Techniques (3b) InTASC 8	Fall 22	0	1	8	2	3.1
	Fall 21	0	0	2	0	3.0

Using Questioning and Discussion Techniques (3b) InTASC 8	Fall 22	0	2	9	0	2.8
	Fall 21	0	1	1	0	2.5
Engaging Students in Learning (3c) InTASC 1; InTASC 3; InTASC 4; InTASC 5 InTASC 8	Fall 22	0	0	9	2	3.2
	Fall 21	0	0	2	0	3.0

### Framework for Teaching Cluster 5 Scores: Successful Learning

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The teacher makes no attempt to ensure the learning of all students.</i>	<i>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students</i>	<i>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</i>	<i>The teacher consistently and successfully ensures learning by all students.</i>	
Setting Instructional Outcomes, Designing Student Assessments (1c/1f) InTASC 1; InTASC 6	Fall 22	0	2	8	1	2.9
	Fall 21	0	0	2	0	3.0
Designing Student Assessments (1f) InTASC 6	Fall 22	0	1	9	1	3.0
	Fall 21	0	0	1	1	3.5
Using Assessment in Instruction (3d) InTASC 6	Fall 22	0	1	10	0	2.9
	Fall 21	0	0	2	0	3.0
Using Assessment in Instruction (3d) InTASC 6	Fall 22	0	0	8	3	3.3
	Fall 21	0	0	2	0	3.0
Demonstrating Flexibility and Responsiveness (3e)	Fall 22	0	1	10	0	2.9
	Fall 21	0	0	2	0	3.0
Demonstrating Flexibility and Responsiveness (3e)	Fall 22	0	1	6	4	3.3
	Fall 21	0	0	1	1	3.5
Maintaining Accurate Records, Communicating with Families (4b/4c) InTASC 10	Fall 22	0	1	8	2	3.1
	Fall 21	0	0	1	1	3.5
Reflecting on Teaching (4a) InTASC 9	Fall 22	0	1	6	4	3.3
	Fall 21	0	0	1	1	3.5

### Framework for Teaching Cluster 6: Professionalism

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The teacher makes no attempt to ensure the learning of all students.</i>	<i>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students</i>	<i>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</i>	<i>The teacher consistently and successfully ensures learning by all students.</i>	
Participating in a Professional Community (4d) InTASC 10	Fall 22	0	0	10	1	3.1
	Fall 21	0	0	2	0	3.0
Participating in a Professional Community (4d) InTASC 9	Fall 22	0	0	10	1	3.1
	Fall 21	0	0	2	0	3.0
Growing and Developing Professionally (4e) InTASC 9	Fall 22	0	1	9	1	3.0
	Fall 21	0	0	2	0	3.0
Participating in a Professional Community (4d) InTASC 10	Fall 22	0	1	8	2	3.1
	Fall 21	0	0	2	0	3.0
Showing Professionalism (4f) InTASC 10	Fall 22	0	0	9	2	3.2
	Fall 21	0	0	1	1	3.5

Showing Professionalism (4f) InTASC 10	Fall 22	0	0	9	2	3.2
	Fall 21	0	0	1	1	3.5

## Physical Education

### Framework for Teaching Cluster 1: Clarity & Accuracy

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students.</i>	<i>The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.</i>	<i>The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.</i>	<i>The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.</i>	
Demonstrating Knowledge of Content and Pedagogy (1a) InTASC 4						
	SPR 22	0	6	39	4	3.0
Demonstrating Knowledge of Students (1b) InTASC 1; InSTASC 2;						
	SPR 22	0	5	42	2	2.9
Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instructional Outcomes (1a/1b/1c) InTASC 1; InSTASC 2; InTASC 4						
	SPR 22	0	6	38	5	3.0
Demonstrating Knowledge of Resources, Designing Coherent Instruction, Communicating with Students, Using Questioning and Discussion Techniques (1d/1e; 3a/3b) InTASC 1; InTASC 5; InTASC 8						
	SPR 22	0	7	36	6	3.0

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students.</i>	<i>The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.</i>	<i>The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.</i>	<i>The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.</i>	
Communicating with Students (3a) InTASC 5						
	SPR 22	0	6	36	7	3.0
Communicating with Students (3a) InTASC 5						
	SPR 22	0	6	36	7	3.0
Communicating with Students: Using Questioning and Discussion Techniques (3a/3b) InTASC 5; InTASC 8						
	SPR 22	0	6	40	3	2.9
Using Questioning and Discussion Techniques, Engaging Students in Learning (3b/3c) InTASC 1; InTASC 3; InTASC 8						
	SPR 22	0	5	39	5	3.0

## Framework for Teaching Cluster 2: Learning Environment

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance.</i>	<i>Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and moderate levels of student perseverance.</i>	<i>The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work.</i>	<i>Classroom interactions indicate high levels of caring and respect, student assumption of responsibility for the culture of civility, mutual support for work of high quality, and perseverance in achieving that quality.</i>	
Creating an Environment of Respect and Rapport (2a) InSTAC 3						
	SPR 22	0	6	34	10	3.1
Creating an Environment of Respect and Rapport (2a) InSTAC 3						
	SPR 22	0	3	40	7	3.1
Establishing a Culture for Learning (2b)						
	SPR 22	0	8	35	7	3.0
Establishing a Culture for Learning (2b)						
	SPR 22	0	8	35	7	3.0

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Score
		<i>Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance.</i>	<i>Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and moderate levels of student perseverance.</i>	<i>The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work.</i>	<i>Classroom interactions indicate high levels of caring and respect, student assumption of responsibility for the culture of civility, mutual support for work of high quality, and perseverance in achieving that quality.</i>	
Establishing a Culture for Learning (2b)						
	SPR 22	0	8	36	6	3.0
Creating an Environment of Respect and Rapport (2a) InSTAC 3						
	SPR 22	0	11	33	6	2.9
Managing Classroom Procedures (2c)						
	SPR 22	0	5	40	5	3.0

### Framework for Teaching Cluster 3:

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The classroom environment is disorganized and chaotic.</i>	<i>The classroom is at times disorganized.</i>	<i>The classroom functions smoothly and efficiently.</i>	<i>The classroom functions seamlessly.</i>	
Managing Classroom Procedures (2c)						
	SPR 22	0	11	34	5	2.9
Managing Classroom Procedures (2c)						
	SPR 22	0	12	33	5	2.9
Managing Student Behavior (2d)						
	SPR 22	0	12	30	8	2.9
Managing Student Behavior (2e)						
	SPR 22	0	6	39	5	3.0
Managing Student Behavior (2c)						
	SPR 22	0	4	37	8	3.1

## Framework for Teaching Cluster 4: Intellectual Engagement

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The level of student intellectual engagement is low.</i>	<i>The level of student intellectual engagement is modest.</i>	<i>The level of student intellectual engagement is high, creating a cognitively busy place, with student encouraged to use their minds.</i>	<i>The level of student intellectual engagement is demanding, creating a cognitively vibrant environment, with students encouraged to stretch their thinking.</i>	
Establishing a Culture for Learning (2b)						
	SPR 22	0	5	35	9	3.1
Communicating With Students (3a) InTASC 5						
	SPR 22	0	6	36	8	3.0
Engaging Students in Learning (3c) InTASC 1; InTASC 4; InTASC 5						
	SPR 22	0	10	36	4	2.9
Using Questioning and Discussion Techniques (3b) InTASC 8						
	SPR 22	0	11	37	2	2.8
Using Questioning and Discussion Techniques (3b) InTASC 8						
	SPR 22	0	13	33	4	2.8
Using Questioning and Discussion Techniques (3b) InTASC 8						
	SPR 22	0	6	40	4	3.0
Using Questioning and Discussion Techniques (3b) InTASC 8						
	SPR 22	0	7	29	4	2.9

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Score
		<i>The level of student intellectual engagement is low.</i>	<i>The level of student intellectual engagement is modest.</i>	<i>The level of student intellectual engagement is high, creating a cognitively busy place, with student encouraged to use their minds.</i>	<i>The level of student intellectual engagement is demanding, creating a cognitively vibrant environment, with students encouraged to stretch their thinking.</i>	
Using Questioning and Discussion Techniques (3b) InTASC 8						
	SPR 22	0	4	40	6	3.0
Engaging Students in Learning (3c) InTASC 1; InSTAC 3; InTASC 4; InTASC 5 InTASC 8						
	SPR 22	0	6	36	8	3.0

## Framework for Teaching Cluster 5 Scores: Successful Learning

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The teacher makes no attempt to ensure the learning of all students.</i>	<i>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students</i>	<i>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</i>	<i>The teacher consistently and successfully ensures learning by all students.</i>	
Setting Instructional Outcomes, Designing Student Assessments (1c/1f) InTASC 1; InTASC 6						
	SPR 22	0	11	35	4	2.9
Designing Student Assessments (1f) InTASC 6						
	SPR 22	0	10	34	6	2.9
Using Assessment in Instruction (3d) InTASC 6						
	SPR 22	0	17	29	4	2.7
Using Assessment in Instruction (3d) InTASC 6						
	SPR 22	0	3	42	5	3.0
Demonstrating Flexibility and Responsiveness (3e)						
	SPR 22	0	8	38	4	2.9
Demonstrating Flexibility and Responsiveness (3e)						
	SPR 22	0	6	39	5	3.0
Maintaining Accurate Records, Communicating with Families (4b/4c) InTASC 10						
	SPR 22	0	16	28	6	2.8
Reflecting on Teaching (4a) InTASC 9						
	SPR 22	0	7	36	6	3.0

### Framework for Teaching Cluster 6: Professionalism

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The teacher makes no attempt to ensure the learning of all students.</i>	<i>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students</i>	<i>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</i>	<i>The teacher consistently and successfully ensures learning by all students.</i>	
Participating in a Professional Community (4d) InTASC 10						
	SPR 22	0	5	39	6	3.0
Participating in a Professional Community (4d) InTASC 9						
	SPR 22	0	7	37	6	3.0
Growing and Developing Professionally (4e) InTASC 9						
	SPR 22	0	10	35	5	2.9
Participating in a Professional Community (4d) InTASC 10						
	SPR 22	0	5	40	5	3.0
Showing Professionalism (4f) InTASC 10						
	SPR 22	0	2	42	6	3.1
Showing Professionalism (4f) InTASC 10						
	SPR 22	0	0	46	4	3.1

## Secondary Science and Math (Formally WVU Teach)

### Science

#### Framework for Teaching Cluster 1: Clarity & Accuracy

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students.</i>	<i>The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.</i>	<i>The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.</i>	<i>The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.</i>	
Demonstrating Knowledge of Content and Pedagogy (1a) InTASC 4						
	SPR 22	0	0	6	11	3.4
	Fall 21	0	0	15	1	3.1
Demonstrating Knowledge of Students (1b) InTASC 1; InTASC 2						
	SPR 22	0	2	19	5	3.10
	Fall 21	0	0	11	5	3.3
Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instructional Outcomes (1a/1b/1c) InTASC 1; InTASC 2; InTASC 4						
	SPR 22	0	0	13	2	3.2
	Fall 21	0	0	8	8	3.5
Demonstrating Knowledge of Resources, Designing Coherent Instruction, Communicating with Students, Using Questioning and Discussion Techniques (1d/1e; 3a/3b) InTASC 1; InTASC 5; InTASC 8						
	SPR 22	0	0	8	7	3.5
	Fall 21	0	0	11	5	3.3
Communicating with Students (3a) InTASC 5						
	SPR 22	0	0	11	4	3.3
	Fall 21	0	3	9	4	3.1
Communicating with Students (3a) InTASC 5						
	SPR 22	0	0	9	6	3.4
	Fall 21	0	1	5	10	3.6

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students.</i>	<i>The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.</i>	<i>The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.</i>	<i>The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.</i>	
Communicating with Students: Using Questioning and Discussion Techniques (3a/3b) InTASC 5; InTASC 8						
	SPR 22	0	0	8	7	3.5
	Fall 21	0	0	13	3	3.2
Using Questioning and Discussion Techniques, Engaging Students in Learning (3b/3c) InTASC 1; InTASC 3; InTASC 8						
	SPR 22	0	0	15	0	3.0
	Fall 21	0	0	10	6	3.4

## Framework for Teaching Cluster 2: Learning Environment

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance.</i>	<i>Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and modes levels of student perseverance.</i>	<i>The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work.</i>	<i>Classroom interactions indicate high levels of caring and respect, student assumption of responsibility for the culture of civility, mutual support for work of high quality, and perseverance in achieving that quality.</i>	
Creating an Environment of Respect and Rapport (2a); InSTAC 3						
	SPR 22	0	0	9	6	3.4
	Fall 21	0	0	3	13	3.8
Creating an Environment of Respect and Rapport (2a); InSTAC 3	SPR 22	0	0	11	4	3.3
	Fall 21	0	0	11	5	3.3
Establishing a Culture for Learning (2b)	SPR 22	0	0	6	9	3.6
	Fall 21	0	0	14	2	3.1
Establishing a Culture for Learning (2b)	SPR 22	0	0	12	3	3.2
	Fall 21	0	1	11	4	3.2
Establishing a Culture for Learning (2b)	SPR 22	0	1	12	2	3.1
	Fall 21	0	2	11	3	3.1
Creating an Environment of Respect and Rapport (2a) InSTAC 3	SPR 22	0	1	12	2	3.1
	Fall 21	0	0	12	4	3.3
Managing Classroom Procedures (2c)	SPR 22	0	3	9	3	3.0
	Fall 21	0	2	11	3	3.1

### Framework for Teaching Cluster 3:

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The classroom environment is disorganized and chaotic.</i>	<i>The classroom is at times disorganized.</i>	<i>The classroom functions smoothly and efficiently.</i>	<i>The classroom functions seamlessly.</i>	
Managing Classroom Procedures (2c)	SPR 22	0	0	14	1	3.1
	Fall 21	0	0	14	2	3.1
Managing Classroom Procedures (2c)	SPR 22	0	3	9	3	3.0
	Fall 21	0	3	12	1	2.9
Managing Student Behavior (2d)	SPR 22	0	0	12	3	3.2
	Fall 21	0	0	9	7	3.4
Managing Student Behavior (2e)	SPR 22	0	0	11	4	3.3
	Fall 21	0	0	12	4	3.3
Managing Student Behavior (2c)	SPR 22	0	2	6	3	3.2
	Fall 21	0	0	12	2	3.1

## Framework for Teaching Cluster 4 Scores: Intellectual Engagement

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The level of student intellectual engagement is low.</i>	<i>The level of student intellectual engagement is modest.</i>	<i>The level of student intellectual engagement is high, creating a cognitively busy place, with student encouraged to use their minds.</i>	<i>The level of student intellectual engagement is demanding, creating a cognitively vibrant environment, with students encouraged to stretch their thinking.</i>	
Establishing a Culture for Learning (2b)	SPR 22	0	0	14	1	3.1
	Fall 21	0	0	13	3	3.2
Communicating With Students (3a) InTASC 5	SPR 22	0	1	12	3	3.1
	Fall 21	0	1	6	9	3.5
Engaging Students in Learning (3c) InTASC 1; InTASC 4; InTASC 5	SPR 22	0	1	12	2	3.1
	Fall 21	0	0	16	0	3.0
Using Questioning and Discussion Techniques (3b) InTASC 8	SPR 22	0	0	13	2	3.1
	Fall 21	0	2	12	2	3.0
Using Questioning and Discussion Techniques (3b) InTASC 8	SPR 22	0	3	8	4	3.1
	Fall 21	0	0	13	3	3.2
Using Questioning and Discussion Techniques (3b) InTASC 8	SPR 22	0	1	10	4	3.2
	Fall 21	0	2	10	4	3.1
Using Questioning and Discussion Techniques (3b)	SPR 22	0	0	13	1	3.1
	Fall 21	0	0	15	1	3.1

InTASC 8						
Using Questioning and Discussion Techniques (3b) InTASC 8	SPR 22	0	2	9	4	3.1
	Fall 21	0	0	16	0	3.0
Engaging Students in Learning (3c) InTASC 1; InSTAC 3; InTASC 4; InTASC 5 InTASC 8	SPR 22	0	1	10	4	3.2
	Fall 21	0	0	12	4	3.3

### Framework for Teaching Cluster 5 Scores: Successful Learning

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The teacher makes no attempt to ensure the learning of all students.</i>	<i>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students</i>	<i>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</i>	<i>The teacher consistently and successfully ensures learning by all students.</i>	
Setting Instructional Outcomes, Designing Student Assessments (1c/1f) InTASC 1; InTASC 6	SPR 22	0	0	13	2	3.1
	Fall 21	0	0	10	6	3.4
Designing Student Assessments (1f) InTASC 6	SPR 22	0	0	11	4	3.3
	Fall 21	0	3	6	7	3.3
Using Assessment in Instruction (3d) InTASC 6	SPR 22	0	0	10	5	3.3
	Fall 21	0	1	15	0	2.9
Using Assessment in Instruction (3d) InTASC 6	SPR 22	0	0	13	2	3.1
	Fall 21	0	0	11	5	3.3
Demonstrating Flexibility and Responsiveness (3e)	SPR 22	0	0	12	3	3.2
	Fall 21	0	0	14	2	3.1
Demonstrating Flexibility and Responsiveness (3e)	SPR 22	0	0	13	2	3.1
	Fall 21	0	0	10	6	3.4
Maintaining Accurate Records, Communicating with Families (4b/4c) InTASC 10	SPR 22	0	0	9	6	3.4
	Fall 21	0	0	14	2	3.1
Reflecting on Teaching (4a) InTASC 9	SPR 22	0	7	4	1	2.6
	Fall 21	0	1	11	4	3.2

## Framework for Teaching Cluster 6: Professionalism

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The teacher makes no attempt to ensure the learning of all students.</i>	<i>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students</i>	<i>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</i>	<i>The teacher consistently and successfully ensures learning by all students.</i>	
Participating in a Professional Community (4d); InTASC 10	SPR 22	0	4	11	0	2.7
	Fall 21	0	0	15	1	3.1
Participating in a Professional Community (4d); InTASC 9	SPR 22	0	4	11	0	2.7
	Fall 21	0	8	8	0	2.5
Growing and Developing Professionally (4e) InTASC 9	SPR 22	0	8	6	1	2.5
	Fall 21	0	4	10	2	2.9
Participating in a Professional Community (4d); InTASC 10	SPR 22	0	7	6	2	2.7
	Fall 21	0	0	15	1	3.1
Showing Professionalism (4f) InTASC 10	SPR 22	0	0	15	0	3.0
	Fall 21	0	0	11	5	3.3
Showing Professionalism (4f) InTASC 10	SPR 22	0	1	14	0	2.9
	Fall 21	0	0	12	4	3.3

## Math

### Framework for Teaching Cluster 1: Clarity & Accuracy

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students.</i>	<i>The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.</i>	<i>The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.</i>	<i>The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.</i>	
Demonstrating Knowledge of Content and Pedagogy (1a) InTASC 4						
	Spring 22	0	0	9	1	3.1
Demonstrating Knowledge of Students (1b) InTASC 1; InTASC 2						
	Spring 22	0	2	5	3	3.1
Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instructional Outcomes (1a/1b/1c) InTASC 1; InTASC 2; InTASC 4						
	Spring 22	0	0	8	2	3.2
Demonstrating Knowledge of Resources, Designing Coherent Instruction, Communicating with Students, Using Questioning and Discussion Techniques (1d/1e; 3a/3b) InTASC 1; InTASC 5; InTASC 8						
	Spring 22	0	1	7	2	3.1
Communicating with Students (3a) InTASC 5						
	Spring 22	0	2	6	2	3.0
Communicating with Students (3a) InTASC 5						
	Spring 22	0	1	6	3	3.2

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students.</i>	<i>The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.</i>	<i>The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.</i>	<i>The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.</i>	
Communicating with Students: Using Questioning and Discussion Techniques (3a/3b) InTASC 5; InTASC 8						
	Spring 22	0	2	6	2	3.0
Using Questioning and Discussion Techniques, Engaging Students in Learning (3b/3c) InTASC 1; InTASC 3; InTASC 8						
	Spring 22	0	1	7	2	3.1

## Framework for Teaching Cluster 2: Learning Environment

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance.</i>	<i>Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and modes levels of student perseverance.</i>	<i>The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work.</i>	<i>Classroom interactions indicate high levels of caring and respect, student assumption of responsibility for the culture of civility, mutual support for work of high quality, and perseverance in achieving that quality.</i>	
Creating an Environment of Respect and Rapport (2a); InSTAC 3						
	Spring 22	0	1	8	1	3.0
Creating an Environment of Respect and Rapport (2a); InSTAC 3						
	Spring 22	0	1	7	4	3.3
Establishing a Culture for Learning (2b)						
	Spring 22	0	2	7	1	2.9
Establishing a Culture for Learning (2b)						
	Spring 22	0	3	7	0	2.7
Establishing a Culture for Learning (2b)						
	Spring 22	0	4	5	1	2.7
Creating an Environment of Respect and Rapport (2a) InSTAC 3						
	Spring 22	0	4	6	0	2.6
Managing Classroom Procedures (2c)						
	Spring 22	0	2	7	1	2.9

### Framework for Teaching Cluster 3: Classroom Management

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The classroom environment is disorganized and chaotic.</i>	<i>The classroom is at times disorganized.</i>	<i>The classroom functions smoothly and efficiently.</i>	<i>The classroom functions seamlessly.</i>	
Managing Classroom Procedures (2c)						
	Spring 22	0	2	7	1	2.9
Managing Classroom Procedures (2c)						
	Spring 22	0	5	5	0	2.5
Managing Student Behavior (2d)						
	Spring 22	0	1	9	0	2.9
Managing Student Behavior (2e)						
	Spring 22	0	0	9	1	3.1
Managing Student Behavior (2c)						
	Spring 22	1	0	3	1	2.8

## Framework for Teaching Cluster 4 Scores: Intellectual Engagement

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The level of student intellectual engagement is low.</i>	<i>The level of student intellectual engagement is modest.</i>	<i>The level of student intellectual engagement is high, creating a cognitively busy place, with student encouraged to use their minds.</i>	<i>The level of student intellectual engagement is demanding, creating a cognitively vibrant environment, with students encouraged to stretch their thinking.</i>	
Establishing a Culture for Learning (2b)						
	Spring 22	0	1	9	0	2.9
Communicating With Students (3a) InTASC 5						
	Spring 22	0	4	6	0	2.6
Engaging Students in Learning (3c) InTASC 1; InTASC 4; InTASC 5						
	Spring 22	0	4	6	0	2.6
Using Questioning and Discussion Techniques (3b) InTASC 8						
	Spring 22	0	4	6	0	2.6
Using Questioning and Discussion Techniques (3b) InTASC 8						
	Spring 22	0	2	8	0	2.8
Using Questioning and Discussion Techniques (3b) InTASC 8						
	Spring 22	0	4	5	1	2.6

Using Questioning and Discussion Techniques (3b) InTASC 8						
	Spring 22	0	3	7	0	2.7
Using Questioning and Discussion Techniques (3b) InTASC 8						
	Spring 22	0	2	7	1	2.9
Engaging Students in Learning (3c) InTASC 1; InTASC 3; InTASC 4; InTASC 5 InTASC 8						
	Spring 22	0	0	10	0	3.0

### Framework for Teaching Cluster 5 Scores: Successful Learning

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The teacher makes no attempt to ensure the learning of all students.</i>	<i>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students</i>	<i>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</i>	<i>The teacher consistently and successfully ensures learning by all students.</i>	
Setting Instructional Outcomes, Designing Student Assessments (1c/1f) InTASC 1; InTASC 6						
	Spring 22	0	0	8	2	3.2
Designing Student Assessments (1f) InTASC 6						
	Spring 22	0	1		2	3.1
Using Assessment in Instruction (3d) InTASC 6						
	Spring 22	0	5	5	0	2.5
Using Assessment in Instruction (3d) InTASC 6						
	Spring 22	0	2	7	0	2.8
Demonstrating Flexibility and Responsiveness (3e)						
	Spring 22	0	1	9	0	2.9
Demonstrating Flexibility and Responsiveness (3e)						
	Spring 22	0	1	8	1	3.0
Maintaining Accurate Records, Communicating with Families (4b/4c) InTASC 10						
	Spring 22	0	5	5	0	2.5
Reflecting on Teaching (4a) InTASC 9						
	Spring 22	0	2	5	3	3.1

## Framework for Teaching Cluster 6: Professionalism

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The teacher makes no attempt to ensure the learning of all students.</i>	<i>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students</i>	<i>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</i>	<i>The teacher consistently and successfully ensures learning by all students.</i>	
Participating in a Professional Community (4d); InTASC 10						
	Spring 22	0	2	6	2	3.0
Participating in a Professional Community (4d); InTASC 9						
	Spring 22	0	4	5	1	2.7
Growing and Developing Professionally (4e) InTASC 9						
	Spring 22	0	4	5	1	2.7
Participating in a Professional Community (4d); InTASC 10						
	Spring 22	0	4	5	1	2.7
Showing Professionalism (4f) InTASC 10						
	Spring 22	0	2	7	1	2.9
Showing Professionalism (4f) InTASC 10						
	Spring 22	0	0	10	0	3.0

## Social Studies-BA

### Framework for Teaching Cluster 1: Clarity & Accuracy

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students.</i>	<i>The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.</i>	<i>The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.</i>	<i>The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.</i>	
Demonstrating Knowledge of Content and Pedagogy (1a) InTASC 4 NCSS 2017 1, 1a, 1b, 1c	Fall 21	0	1	8	0	2.9
Demonstrating Knowledge of Students (1b) InTASC 1; InTASC 2 NCSS 2017 4, 4a	Fall 21	0	0	8	1	3.1
Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instructional Outcomes (1a/1b/1c) InTASC 1; InTASC 2; InTASC 4 NCSS 2017 2, 2a	Fall 21	0	0	9	0	3.0
Demonstrating Knowledge of Resources, Designing Coherent Instruction, Communicating with Students, Using Questioning and Discussion Techniques (1d/1e; 3a/3b) InTASC 1; InTASC 5; InTASC 8 NCSS 2017 2, 2b, 2c, 3, 3b	Fall 21	0	0	9	0	3.0
Communicating with Students (3a) InTASC 5	Fall 21	0	1	5	3	3.2

NCSS 2017 3, 3b, 3c						
Communicating with Students (3a) InTASC 5 NCSS 2017 3, 3b, 3c	<b>Fall 21</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>1</b>	<b>3.1</b>
Communicating with Students: Using Questioning and Discussion Techniques (3a/3b) InTASC 5; InTASC 8 NCSS 2017 3, 3b, 3c	<b>Fall 21</b>	<b>0</b>	<b>1</b>	<b>8</b>	<b>0</b>	<b>2.9</b>
Using Questioning and Discussion Techniques, Engaging Students in Learning (3b/3c) InTASC 1; InTASC 3; InTASC 8 NCSS 2017 3, 3c	<b>Fall 21</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>1</b>	<b>3.1</b>

## Framework for Teaching Cluster 2: Learning Environment

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance.</i>	<i>Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and modes levels of student perseverance.</i>	<i>The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work.</i>	<i>Classroom interactions indicate high levels of caring and respect, student assumption of responsibility for the culture of civility, mutual support for work of high quality, and perseverance in achieving that quality.</i>	
Creating an Environment of Respect and Rapport (2a) InSTAC 3 NCSS 2017 4, 4a, 4b	Fall 21	0	0	8	1	3.1
Creating an Environment of Respect and Rapport (2a) InSTAC 3 NCSS 2017 5a, 5b, 5c	Fall 21	0	2	5	2	3.0
Establishing a Culture for Learning (2b) NCSS 2017 4, 4b	Fall 21	0	0	6	3	3.3
Establishing a Culture for Learning (2b) NCSS 2017 4, 4b	Fall 21	0	1	7	1	3.0
Establishing a Culture for Learning (2b) NCSS 2017 4, 4b	Fall 21	0	1	6	2	3.1
Creating an Environment of Respect and Rapport (2a) InSTAC 3 NCSS 2017 4, 4b	Fall 21	0	1	6	2	3.1
Managing Classroom Procedures (2c) NCSS 2017 4, 4b	Fall 21	0	0	9	0	3.0

### Framework for Teaching Cluster 3:

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The classroom environment is disorganized and chaotic.</i>	<i>The classroom is at times disorganized.</i>	<i>The classroom functions smoothly and efficiently.</i>	<i>The classroom functions seamlessly.</i>	
Managing Classroom Procedures (2c) NCSS 2017 4, 4a	Fall 21	0	0	9	0	3.0
Managing Classroom Procedures (2c) NCSS 2017 4, 4b	Fall 21	0	0	8	1	3.1
Managing Student Behavior (2d) NCSS 2017 4, 4a	Fall 21	0	0	8	1	3.1
Managing Student Behavior (2e) NCSS 2017 4, 4b	Fall 21	0	0	8	1	3.1
Managing Student Behavior (2c) NCSS 2017 5, 5b	Fall 21	0	0	8	1	3.1

## Framework for Teaching Cluster 4 Scores: Intellectual Engagement

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The level of student intellectual engagement is low.</i>	<i>The level of student intellectual engagement is modest.</i>	<i>The level of student intellectual engagement is high, creating a cognitively busy place, with student encouraged to use their minds.</i>	<i>The level of student intellectual engagement is demanding, creating a cognitively vibrant environment, with students encouraged to stretch their thinking.</i>	
Establishing a Culture for Learning (2b) NCSS 3a, 3b, 3c	Fall 21	0	0	7	2	3.2
Communicating With Students (3a) InTASC 5 NCSS 2017 3, 3b, 4, 4a, 4b	Fall 21	0	0	6	3	3.3
Engaging Students in Learning (3c) InTASC 1; InTASC 4; InTASC 5 NCSS 3, 3c, 3e, 4, 4a, 5, 5a	Fall 21	0	1	7	1	3.0
Using Questioning and Discussion Techniques (3b) InTASC 8 NCSS 2017 2, 2b, 2c, 3, 3b, 3c, 4, 4b	Fall 21	0	1	8	0	2.9
Using Questioning and Discussion Techniques (3b) InTASC 8 NCSS 2, ,2b, 2c, 3, 3b, 3c, 4, 4b	Fall 21	0	0	6	3	3.3

Using Questioning and Discussion Techniques (3b) InTASC 8 NCSS 2, ,2b, 2c, 3, 3b, 3c, 4, 4b	Fall 21	0	1	6	1	3.0
Using Questioning and Discussion Techniques (3b) InTASC 8 NCSS 2, ,2b, 2c, 3, 3b, 3c, 4, 4b	Fall 21	0	1	7	1	3.0
Using Questioning and Discussion Techniques (3b) InTASC 8 NCSS 2017 3, 3e	Fall 21	0	1	8	0	2.9
Engaging Students in Learning (3c) InTASC 1; InSTAC 3; InTASC 4; InTASC 5 InTASC 8 NCSS 3, 3e, 4, 4c	Fall 21	0	1	6	2	3.1

### Framework for Teaching Cluster 5 Scores: Successful Learning

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The teacher makes no attempt to ensure the learning of all students.</i>	<i>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students</i>	<i>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</i>	<i>The teacher consistently and successfully ensures learning by all students.</i>	
Setting Instructional Outcomes, Designing Student Assessments (1c/1f) InTASC 1; InTASC 6 NCSS 2017 2, 2a, 3, 3a, 3c	Fall 21	0	0	8	1	3.1
Designing Student Assessments (1f) InTASC 6 NCSS 2017 3, 3a	Fall 21	0	0	6	3	3.3
Using Assessment in Instruction (3d) InTASC 6 NCSS 2017 3, 3d, 3e	Fall 21	0	1	8	0	2.9
Using Assessment in Instruction (3d) InTASC 6 NCSS 2017 3, 3d, 5, 5a	Fall 21	0	1	7	1	3.0
Demonstrating Flexibility and Responsiveness (3e) NCSS 2017 3, 3a, 3d, 4, 4a, 5, 5a	Fall 21	0	0	7	2	3.2
Demonstrating Flexibility and Responsiveness (3e) NCSS 2017 3, 3a, 3d, 4, 4a, 5, 5a	Fall 21	0	0	7	2	3.2
Maintaining Accurate Records, Communicating with Families (4b/4c) InTASC 10 NCSS 2017 4, 4a, 5, 5c	Fall 21	0	1	8	0	2.9
Reflecting on Teaching (4a) InTASC 9 NCSS 3, 3d, 5, 5a, 5b	Fall 21	0	1	4	4	3.3

### Framework for Teaching Cluster 6: Professionalism

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The teacher makes no attempt to ensure the learning of all students.</i>	<i>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students</i>	<i>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</i>	<i>The teacher consistently and successfully ensures learning by all students.</i>	
Participating in a Professional Community (4d) InTASC 10 NCSS 2017 5, 5b, 5c	Fall 21	0	0	9	0	3.0
Participating in a Professional Community (4d) InTASC 9 NCSS 2017 5, 5b, 5c	Fall 21	0	1	8	0	2.9
Growing and Developing Professionally (4e) InTASC 9 NCSS 2017 5, 5b, 5c	Fall 21	0	1	8	0	2.9
Participating in a Professional Community (4d) InTASC 10 NCSS 2017 5, 5c	Fall 21	0	1	8	0	2.9
Showing Professionalism (4f) InTASC 10 NCSS 2017 5, 5c	Fall 21	0	0	8	1	3.1
Showing Professionalism (4f) InTASC 10 NCSS 2017 5, 5c	Fall 21	0	0	9	0	3.0