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

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

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

		Level 1: Negative Learning Impact Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance.	Level 2: Limited Learning Impact Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and modes levels of student perseverance.	Level 3: Strong Learning Impact The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work.	Level 4: Student-Owned Learning Impact 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.	Mean Scores
Creating an Environment	SPR 22	0	0	2	3	3.6
of Respect and Rapport	SPR21	0	0	4	3	3.4
(2a) InSTAC 3	F20	0	0	1	2	3.7
Creating an Environment	SPR 22	0	0	0	5	4.0
of Respect and Rapport	SPR21	0	0	2	5	3.7
(2a) InSTAC 3	F20	0	0	0	3	4.0
Establishing a Culture for	SPR 22	0	0	0	5	4.0
Learning (2b)	SPR21	0	0	2	5	3.7
	F20	0	0	2	1	3.3
Establishing a Culture for	SPR 22	0	0	2	3	3.6
Learning (2b)	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
		Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance.	Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and modes levels of student perseverance.	The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work.	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.	
Establishing a Culture for	SPR 22	0	0	1	4	3.8
Learning (2b)	SPR21	0	0	4	3	3.4
	F20	0	0	0	3	4.0
Creating an Environment	SPR 22	0	0	3	2	3.4
of Respect and Rapport	SPR21	0	0	6	1	3.1
(2a) InSTAC 3	F20	0	0	1	2	3.7
Managing Classroom	SPR 22	0	0	3	2	3.4
Procedures (2c)	SPR21	0	0	3	3	3.5
	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 Scores
		The classroom environment is disorganized and chaotic.	The classroom is at times disorganized.	The classroom functions smoothly and efficiently.	The classroom functions seamlessly.	
Managing Classroom	SPR 22	0	0	3	2	3.4
Procedures (2c)	SPR21	0	0	4	3	3.4
	F20	0	0	2	1	3.3
Managing Classroom	SPR 22	0	0	2	3	3.6
Procedures (2c)	SPR21	0	0	5	2	3.3
	F20	0	0	3	0	3.0
Managing Student	SPR 22	0	0	1	4	3.8
Behavior (2d)	SPR21	0	0	6	1	3.1
	F20	0	0	2	1	3.3
Managing Student	SPR 22	0	0	1	4	3.8
Behavior (2e)	SPR21	0	0	2	5	3.7
	F20	0	0	2	1	3.3
Managing Student	SPR 22	0	0	1	4	3.8
Behavior (2c)	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 The level of student intellectual engagement is low.	Level 2: Limited Learning Impact The level of student intellectual engagement is modest.	Level 3: Strong Learning Impact The level of student intellectual engagement is high, creating a cognitively busy place, with student encouraged to use their minds.	Level 4: Student-Owned Learning Impact The level of student intellectual engagement is demanding, creating a cognitively vibrant environment, with students encouraged to stretch their thinking.	Mean Scores
Establishing a Culture	SPR 22	0	0	2	3	3.6
for Learning (2b)	SPR21	0	0	4	3	3.4
	F20	0	0	2	1	3.3
Communicating With	SPR 22	0	0	2	3	3.6
Students (3a)	SPR21	0	0	3	4	3.6
InTASC 5	F20	0	0	2	1	3.3
Engaging Students in	SPR 22	0	0	1	4	3.8
Learning (3c)	SPR21	0	0	5	2	3.3
InTASC 1; InTASC 4; InTASC 5	F20	0	0	3	0	3.0
Using Questioning and	SPR 22	0	0	3	2	3.4
Discussion Techniques	SPR21	0	0	6	1	3.1
(3b) InTASC 8	F20	0	0	3	0	3.0
Using Questioning and	SPR 22	0	0	1	4	3.8
Discussion Techniques	SPR21	0	0	4	3	3.4
(3b) InTASC 8	F20	0	0	2	1	3.3
Using Questioning and	SPR 22	0	0	3	2	3.4
Discussion Techniques	SPR21	0	0	5	2	3.3
(3b) InTASC 8	F20	0	0	2	1	3.3
Using Questioning and	SPR 22	0	0	2	3	3.6
Discussion Techniques	SPR21	0	0	3	4	3.6
(3b) InTASC 8	F20	0	0	2	1	3.3

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

## Framework for Teaching Cluster 5 Scores: Successful Learning

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

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

### Framework for Teaching Cluster 6: Professionalism

### **Elementary BA**

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

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

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

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

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

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

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

		Level 1: Negative Learning Impact The level of student intellectual engagement is low.	Level 2: Limited Learning Impact The level of student intellectual engagement is modest.	Level 3: Strong Learning Impact The level of student intellectual engagement is high, creating a cognitively busy place, with student encouraged to use their minds.	Level 4: Student-Owned Learning Impact The level of student intellectual engagement is demanding, creating a cognitively vibrant environment, with students encouraged to stretch their thinking.	Mean Score
Using Questioning and	SPR 22	0	1	27	9	3.2
Discussion Techniques	Fall 21	0	0	8	0	3.0
(3b) InTASC 8	SPR 21	1	1	25	32	3.5
Engaging Students in	SPR 22	0	6	19	13	3.2
Learning (3c) InTASC 1; InSTAC 3; InTASC 4; InTASC 5 InTASC 8	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 The teacher makes no attempt to ensure the learning of all students.	Level 2: Limited Learning Impact The teacher makes sporadic or inconsistent attempts to ensure the	Level 3: Strong Learning Impact The teacher makes thoughtful and genuine attempts to ensure the	Level 4: Student-Owned Learning Impact The teacher consistently and successfully ensures learning by all students.	Mean Scores
Setting Instructional	SPR 22	0	learning of all students 3	learning of all students. 22	12	3.2
Outcomes, Designing	Fall 21	0	3	5	0	2.6
Student Assessments (1c/1f) InTASC 1; InTASC 6	SPR 21	0	5	27	27	3.4
Designing Student	SPR 22	0	2	19	16	3.4
Assessments (1f)	Fall 21	0	4	4	0	2.5
InTASC 6	SPR 21	1	3	23	33	3.5
Using Assessment in	SPR 22	0	6	22	9	3.1
Instruction (3d)	Fall 21	0	2	6	0	2.8
InTASC 6	SPR 21	1	4	26	28	3.4
Using Assessment in	SPR 22	0	3	25	9	3.2
Instruction (3d)	Fall 21	0	3	5	0	2.6
InTASC 6	SPR 21	0	3	30	26	3.4
Demonstrating Flexibility	SPR 22	1	6	18	12	3.1
and Responsiveness (3e)	Fall 21	0	4	4	0	2.5
	SPR 21	1	4	30	24	3.3
Demonstrating Flexibility	SPR 22	0	3	16	18	3.4
and Responsiveness (3e)	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	SPR 22	0	6	14	16	3.3
(4a)	Fall 21	0	3	3	2	2.9
InTASC 9	SPR 21	0	4	20	34	3.5

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

### Framework for Teaching Cluster 6: Professionalism

### **English BA** Framework for Teaching Cluster 1: Clarity & Accuracy

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

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

# Framework for Teaching Cluster 2: Learning Environment

		Level 1: Negative Learning Impact Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance.	Level 2: Limited Learning Impact Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and modes levels of student perseverance.	Level 3: Strong Learning Impact The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work.	Level 4: Student-Owned Learning Impact 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.	Mean Scores
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	Fall 22	0	0	7	4	3.4
of Respect and Rapport (2a) InSTAC 3	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	Fall 22	0	2	8	1	2.9
(2a) InSTAC 3	Fall 21	0	1	0	1	3.0
Managing Classroom Procedures (2c)	Fall 22	0	3	7	1	2.8
1100000105 (20)	Fall 21	0	0	1	1	3.5

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		The classroom environment is disorganized and chaotic.	The classroom is at times disorganized.	The classroom functions smoothly and efficiently.	The classroom functions seamlessly.	
Managing Classroom Procedures (2c)	Fall 22	0	0	11	0	3.0
Trocedures (20)	Fall 21	0	1	0	1	3.0
Managing Classroom Procedures (2c)	Fall 22	0	2	9	0	2.8
11000dures (20)	Fall 21	0	0	2	0	3.0
Managing Student Behavior (2d)	Fall 22	0	1	8	2	3.1
Denavior (20)	Fall 21	0	0	2	0	3.0
Managing Student Behavior (2e)	Fall 22	0	2	8	1	2.9
Benavior (2e)	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

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

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

	Fran	nework for Teachi	ing Cluster 5 Scor	es: Successful Lea	arning	
		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		The teacher makes no attempt to ensure the learning of all students.	The teacher makes sporadic or inconsistent attempts to ensure the learning of all students	The teacher makes thoughtful and genuine attempts to ensure the learning of all students.	The teacher consistently and successfully ensures learning by all students.	
Setting Instructional Outcomes, Designing	Fall 22	0	2	8	1	2.9
Student Assessments (1c/1f) InTASC 1; InTASC 6	Fall 21	0	0	2	0	3.0
Designing Student Assessments (1f)	Fall 22	0	1	9	1	3.0
InTASC 6	Fall 21	0	0	1	1	3.5
Using Assessment in Instruction (3d)	Fall 22	0	1	10	0	2.9
InTASC 6	Fall 21	0	0	2	0	3.0
Using Assessment in Instruction (3d)	Fall 22	0	0	8	3	3.3
InTASC 6	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)	Fall 22	0	1	6	4	3.3
InTASC 9	Fall 21	0	0	1	1	3.5

Framework for Teaching Cluster 6: Professionalism	
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		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		The teacher makes no attempt to ensure the learning of all students.	The teacher makes sporadic or inconsistent attempts to ensure the learning of all students	The teacher makes thoughtful and genuine attempts to ensure the learning of all students.	The teacher consistently and successfully ensures learning by all students.	
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
IIITASC 9	Fall 21	0	0	2	0	3.0
Participating in a Professional Community (4d)	Fall 22	0	1	8	2	3.1
InTASC 10	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 The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students.	Level 2: Limited Learning Impact The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.	Level 3: Strong Learning Impact The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.	Level 4: Student-Owned Learning Impact The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.	Mean Scores
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						
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 The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students.	Level 2: Limited Learning Impact The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.	Level 3: Strong Learning Impact The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.	Level 4: Student-Owned Learning Impact The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.	Mean Scores
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	CDD 22	<u>^</u>		10	2	2.0
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; InSTAC 3; InTASC 8	SPR 22	0	5	39	5	3.0

# Framework for Teaching Cluster 2: Learning Environment

		Level 1: Negative Learning Impact Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance.	Level 2: Limited Learning Impact Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and modes levels of student perseverance.	Level 3: Strong Learning Impact The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work.	Level 4: Student-Owned Learning Impact 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.	Mean Scores
Creating an Environment					in demeting that quarty.	
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
		Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance.	Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and modes levels of student perseverance.	The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work.	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.	
Establishing a Culture for Learning (2b)		<b>, , , , , , , , , ,</b>				
Learning (20)	SPR 22	0	8	36	6	3.0
Creating an Environment of Respect and Rapport	51 11 22		0			5.0
(2a) InSTAC 3	SPR 22	0	11	33	6	2.9
Managing Classroom Procedures (2c)						
	SPR 22	0	5	40	5	3.0

		Level 1: Negative Learning Impact The classroom environment is disorganized and chaotic.	Level 2: Limited Learning Impact The classroom is at times disorganized.	Level 3: Strong Learning Impact The classroom functions smoothly and efficiently.	Level 4: Student-Owned Learning Impact The classroom functions seamlessly.	Mean Scores
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

			8	8.8	1	
		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		The level of student intellectual engagement is low.	The level of student intellectual engagement is modest.	The level of student intellectual engagement is high, creating a cognitively busy place, with student encouraged to use their minds.	The level of student intellectual engagement is demanding, creating a cognitively vibrant environment, with students encouraged to stretch their thinking.	
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		İ.				
Discussion Techniques						
(3b) InTASC 8	SPR 22	0	6	40	4	3.0
Using Questioning and						
Discussion Techniques (3b)						
(30) InTASC 8	SPR 22	0	7	29	4	2.9

		Level 1: Negative Learning Impact The level of student intellectual engagement is low.	Level 2: Limited Learning Impact The level of student intellectual engagement is modest.	Level 3: Strong Learning Impact The level of student intellectual engagement is high, creating a cognitively busy place, with student encouraged to use their minds.	Level 4: Student-Owned Learning Impact The level of student intellectual engagement is demanding, creating a cognitively vibrant environment, with students encouraged to stretch their thinking.	Mean Score
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 The teacher makes no attempt to ensure the learning of all students.	Level 2: Limited Learning Impact The teacher makes sporadic or inconsistent attempts to ensure the learning of all students	Level 3: Strong Learning Impact The teacher makes thoughtful and genuine attempts to ensure the learning of all students.	Level 4: Student-Owned Learning Impact The teacher consistently and successfully ensures learning by all students.	Mean Scores
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 7	<b>Teaching Cluster</b>	6: Professionalism
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		Level 1: Negative Learning Impact The teacher makes no attempt to ensure the learning of all students.	Level 2: Limited Learning Impact The teacher makes sporadic or inconsistent attempts to ensure the learning of all students	Level 3: Strong Learning Impact The teacher makes thoughtful and genuine attempts to ensure the learning of all students.	Level 4: Student-Owned Learning Impact The teacher consistently and successfully ensures learning by all students.	Mean Scores
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)

		Level 1: Negative Learning Impact The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students.	Level 2: Limited Learning Impact The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.	Level 3: Strong Learning Impact The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.	Level 4: Student-Owned Learning Impact The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.	Mean Scores
Demonstrating Knowledge of Content and						
Pedagogy (1a)	SPR 22	0	0	6	11	3.4
InTASC 4	Fall 21	0	0	15	1	3.1
Demonstrating Knowledge of Students (1b)						
InTASC 1; InSTASC 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	SPR 22	0	0	13	2	3.2
(1a/1b/1c) InTASC 1; InTASC 2; InTASC 4	Fall 21	0	0	8	8	3.5
Demonstrating Knowledge of Resources,						
Designing Coherent Instruction,	SPR 22	0	0	8	7	3.5
Communicating with Students, Using Questioning and Discussion Techniques (1d/1e; 3a/3b) InTASC 1; InTASC 5; InTASC 8	Fall 21	0	0	11	5	3.3
Communicating with Students (3a) InTASC 5	CDD 22	0	0	11	4	2.2
	SPR 22	0	0	11	4	3.3
Communicating with Students (3a)	Fall 21	0	3	9	4	3.1
InTASC 5	CDD 22	0	0	0	6	2.4
	SPR 22	0	0	9 5	6	3.4
	Fall 21	0	1	5	10	3.6

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

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

## Framework for Teaching Cluster 2: Learning Environment

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

#### Framework for Teaching Cluster 3:

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

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

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

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

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

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

# MathFramework for Teaching Cluster 1: Clarity & Accuracy

		Level 1: Negative Learning Impact The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students.	Level 2: Limited Learning Impact The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.	Level 3: Strong Learning Impact The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.	Level 4: Student-Owned Learning Impact The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.	Mean Scores
Demonstrating Knowledge of Content and Pedagogy (1a)						
InTASC 4	Spring 22	0	0	9	1	3.1
Demonstrating Knowledge of Students (1b) InTASC 1; InSTASC 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 The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the	Level 2: Limited Learning Impact The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the	Level 3: Strong Learning Impact The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.	Level 4: Student-Owned Learning Impact The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the	Mean Scores
Communicating with Students: Using		students.	students.		students.	
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; InSTAC 3; InTASC 8						
	Spring 22	0	1	7	2	3.1

## Framework for Teaching Cluster 2: Learning Environment

		Level 1: Negative Learning Impact Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance.	Level 2: Limited Learning Impact Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and modes levels of student perseverance.	Level 3: Strong Learning Impact The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work.	Level 4: Student-Owned Learning Impact 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.	Mean Scores
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 The classroom environment is disorganized and chaotic.	Level 2: Limited Learning Impact The classroom is at times disorganized.	Level 3: Strong Learning Impact The classroom functions smoothly and efficiently.	Level 4: Student-Owned Learning Impact The classroom functions seamlessly.	Mean Scores
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

		Level 1: Negative Learning Impact The level of student intellectual engagement is low.	Level 2: Limited Learning Impact The level of student intellectual engagement is modest.	Level 3: Strong Learning Impact The level of student intellectual engagement is high, creating a cognitively busy place, with student encouraged to use their minds.	Level 4: Student-Owned Learning Impact The level of student intellectual engagement is demanding, creating a cognitively vibrant environment, with students encouraged to stretch their thinking.	Mean Scores
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)	Spring 22	0	3	7	0	2.7
InTASC 8						
Using Questioning and						
Discussion Techniques (3b) InTASC 8	Spring 22	0	2	7	1	2.9
Engaging Students in						
Learning (3c) InTASC 1; InSTAC 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 The teacher makes no	Level 2: Limited Learning Impact The teacher makes	Level 3: Strong Learning Impact The teacher makes	Level 4: Student-Owned Learning Impact The teacher consistently	Mean Scores
		attempt to ensure the learning of all students.	sporadic or inconsistent attempts to ensure the learning of all students	thoughtful and genuine attempts to ensure the learning of all students.	and successfully ensures learning by all students.	
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 The teacher makes no attempt to ensure the learning of all students.	Level 2: Limited Learning Impact The teacher makes sporadic or inconsistent attempts to ensure the	Level 3: Strong Learning Impact The teacher makes thoughtful and genuine attempts to ensure the	Level 4: Student-Owned Learning Impact The teacher consistently and successfully ensures learning by all students.	Mean Scores
			learning of all students	learning of all students.		
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 The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students.	Level 2: Limited Learning Impact The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.	Level 3: Strong Learning Impact The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.	Level 4: Student-Owned Learning Impact The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.	Mean Scores
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; InSTASC 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	Fall 21	0	0	8	1	3.1
Communicating with Students: Using Questioning and Discussion Techniques (3a/3b) InTASC 5; InTASC 8 NCSS 2017 3, 3b, 3c	Fall 21	0	1	8	0	2.9
Using Questioning and Discussion Techniques, Engaging Students in Learning (3b/3c) InTASC 1; InSTAC 3; InTASC 8 NCSS 2017 3, 3e	Fall 21	0	0	8	1	3.1

## Framework for Teaching Cluster 2: Learning Environment

		Level 1: Negative Learning Impact Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance.	Level 2: Limited Learning Impact Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and modes levels of student perseverance.	Level 3: Strong Learning Impact The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work.	Level 4: Student-Owned Learning Impact 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.	Mean Scores
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 NCSSS 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 The classroom environment is disorganized and chaotic.	Level 2: Limited Learning Impact The classroom is at times disorganized.	Level 3: Strong Learning Impact The classroom functions smoothly and efficiently.	Level 4: Student-Owned Learning Impact The classroom functions seamlessly.	Mean Scores
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

		Level 1: Negative Learning Impact The level of student intellectual engagement is low.	Level 2: Limited Learning Impact The level of student intellectual engagement is modest.	Level 3: Strong Learning Impact The level of student intellectual engagement is high, creating a cognitively busy place, with student encouraged to use their minds.	Level 4: Student-Owned Learning Impact The level of student intellectual engagement is demanding, creating a cognitively vibrant environment, with students encouraged to stretch their thinking.	Mean Scores
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
		The teacher makes no attempt to ensure the learning of all students.	The teacher makes sporadic or inconsistent attempts to ensure the learning of all students	The teacher makes thoughtful and genuine attempts to ensure the learning of all students.	The teacher consistently and successfully ensures learning by all students.	
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

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		The teacher makes no attempt to ensure the learning of all students.	The teacher makes sporadic or inconsistent attempts to ensure the learning of all students	The teacher makes thoughtful and genuine attempts to ensure the learning of all students.	The teacher consistently and successfully ensures learning by all students.	
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