

Tracking of Use of Data for Improvement: Program

Program: Health and Physical Education (Initial licensure)

Primary Data Set(s): Final Student Teaching Evaluations

The unit's review of final student teaching evaluations prompted the Health and Physical Education department to review the scores of their majors on the criteria related to ability to plan for/use assessments in the teaching and learning process.

*Excerpt from Assessment Report to Unit—"2004-2005 Student Teaching Final Report": The fourth tier of scores clustered around the differentiation criteria (B-2 Plans Address the Unique Characteristics of Individual Students, B-3 Formulates Clear [Differentiated] Learning Outcomes that Are Appropriate for Students, C-7 Provides Appropriate Accommodations for Diverse Learners) and the **Assessment criteria** (C-9 Checks for Understanding Using a Variety of Formal or Informal Assessment Techniques, D-1 Provides Evidence to document Student Learning, and B-5 Plans for Assessment of Learning Outcomes).*

*SUMMARY: The data consistently reveal high performance scores for the EMU Pre-service teachers, indicating that achievement of the teacher training outcomes is likely effective, producing the quality of teacher that the university and the K-12 school personnel are hoping to see. The scores range between a 2.6 and 3.0. The data do consistently show patterns of the highest strength in the Professionalism domain and **the weakest scores in the Assessment Domain**. In fact, the lowest mean from all four rater groups is a 2.6 for criteria B5 Plans Assessment of Learning Outcomes.*

The Health and Physical Education faculty conducted a program level review of the Student Teaching Final Evaluation data. When disaggregated, the data for Health and Physical Education majors indicated a wide range of scores on items B5, C9, and D1, with the majority of scores clustering at the *Acceptable* level of 2 rather than at the *Exemplary* level. (scroll down to page 9). Broader discussions ensued within the program to include a review of approaches to Physical Education, the NASPE standards, and the EMU conceptual framework that emphasizes constructivism. The faculty team identified the fact that general foundations of assessment theory were covered in the course, *ED 251 Learning, Motivation and Assessment*, but the particular application of assessment of physical activity was not given dedicated time in a Physical Education course.

The review of data combined with a curricular and theory review proved to be a successful way to make program improvement decisions. In 2005 the team made the decision to re-structure the Health & Physical Education curriculum, with a focus on a Tactical Games model that is more in alignment with the constructivist model---the model creates a small "problem" in each lesson that then creates a need for students to learn particular skills and concepts. This approach would allow the teacher to focus on particular skills, concepts and tactics, thus making alignment of assessments with learning objectives more purposeful. Finally, the curricular changes included the creation of a course centered on *assessment*: PE 441 Management and Assessment of Physical Activity. Implementation began in 2006-2007. A review of the scores on items B5, C9, and D1 since 2007 when program completers would have participated in the new course PE 441 indicate that the scores now cluster more toward the *Exemplary demonstration* rather than the *Competent/Does Not Meet* clustering that was evident from 2004-2007 (scroll through pages 12-21 for particular data sets). Further emphasis on *assessment* skills of candidates also continues at the unit level and supports the Health and Physical Education program's focus on assessment as a candidate skill—see unit example of improvement (Exhibit 2.3.h.7).

The pages that follow are optional reading within this exhibit. The pages include Attachment(s) with full reports and/or data sets to provide the reader with further substantiation of the use of data, if so desired.

ATTACHMENT A: 2004-2006 Health and PE Data Sets



**ASSESSMENT OF STUDENT TEACHING
PROFILE OF STUDENT TEACHING PERFORMANCE:
A CONTINUUM OF PROFESSIONAL DEVELOPMENT**

The cooperating teacher and university consultant should each complete this form at the midpoint and the final week of student teaching/internship and provide copies for each other. ***Originals should be sent to the Education Department, EMU, 1200 Park Rd, Harrisonburg, VA 22802-2462.***

Student Teacher:		Cooperating Teacher:	
School:	School Division:	Grade/Subject:	
Please check the appropriate boxes: Year: _____ Block: __ 1 (Sept.-Oct) __ 2 (Nov-Dec) __ 3 (Jan-Feb) __ 4 (Mar-Apr)			
Please check one: _____ Midterm Evaluation _____ Final Evaluation		Please check one: _____ Cooperating Teacher _____ University Consultant	

A. KNOWLEDGE OF CONTENT The student teacher...

A1: DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS)	
3.0 explicitly references AND clearly aligns appropriate content standards with planned activities and assessments.	3.0 ☐
2.0 explicitly references appropriate content standards in daily plans.	2.5 ☐
	2.0 ☐
	1.5 ☐
1.0 inaccurately and vaguely references OR does not reference appropriate content standards.	1.0 ☐
	1.0 ☐

A2. IDENTIFIES KEY PRINCIPLES AND CONCEPTS OF SUBJECT MATTER	
3.0 clearly identifies key principles and concepts in daily plans AND effectively uses them to organize instruction, develop learning activities, or assess student work.	3.0 ☐
2.0 clearly identifies key principles and concepts in the student teacher's daily plans.	2.5 ☐
	2.0 ☐
	1.5 ☐
1.0 inaccurately and unclearly identifies OR does not identify key principles and concepts in daily plans.	1.0 ☐
	1.0 ☐

A3. USES EXAMPLES TO SUPPORT BASIC PRINCIPLES OF CONTENT	
3.0 uses appropriate AND varied examples to illustrate basic content principles.	3.0 ☐
2.0 uses some appropriate examples to illustrate basic content principles.	2.5 ☐
	2.0 ☐
	1.5 ☐
1.0 uses inappropriate examples OR no examples to illustrate basic content principles.	1.0 ☐

A4. LINKS CONTENT TO STUDENTS' PRIOR EXPERIENCES AND TO RELATED SUBJECT AREAS	
3.0 references content to both the students' prior experiences AND related subject areas.	3.0 ☐
2.0 references content to EITHER the students' prior experiences OR related subject areas.	2.5 ☐
	2.0 ☐
	1.5 ☐
1.0 references content to NEITHER the students' prior experiences NOR related subject areas.	1.0 ☐

B. PREPARATION FOR INSTRUCTION The student teacher ...

B1. IS FAMILIAR WITH RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE AND SKILLS	
3.0 demonstrates detailed understanding of the background, experiences, and skill level of all students in the class.	3.0 ☐
2.0 demonstrates basic understanding of the background, experiences, and skill level of most students in the class.	2.5 ☐
	2.0 ☐
	1.5 ☐
1.0 demonstrates limited understanding of the background, experiences, and skill level of most students in the class.	1.0 ☐

B2. PLANS FOR THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (I.E. TAG/GT, ESL, SPECIAL NEEDS, AMONG OTHERS)	
3.0 effectively plans differentiated instruction based on the varying needs of the majority of individuals in the class.	3.0 ☐
	2.5 ☐
	2.0 ☐

2.0 plans to differentiate instruction based on the varying needs of some individuals in the class.	☐
	1.5
1.0 does not attempt to differentiate instruction based on the varying needs of individuals in the class.	☐
	1.0
	☐

B3. FORMULATES CLEAR AND APPROPRIATE LEARNING OUTCOMES	
3.0 develops differentiated learning outcomes AND states these clearly on the lesson plan.	3.0 ☐
2.0 develops appropriate learning outcomes for the class AND states these clearly on the lesson plan.	2.5 ☐
	2.0 ☐
1.0 develops inappropriate learning outcomes OR fails to state appropriate outcomes clearly on the lesson plan.	1.5 ☐
	1.0 ☐
	☐

B4. PLANS APPROPRIATE METHODS TO MEET THE LEARNING OUTCOMES (I.E. TECHNOLOGY, COOPERATIVE LEARNING, ETC)	
3.0 plans appropriate AND varied methods, activities, and technology to support student learning.	3.0 ☐
2.0 plans appropriate methods, activities, and technology to support student learning.	2.5 ☐
	2.0 ☐
1.0 plans inappropriate methods, activities, or technology to support student learning.	1.5 ☐
	1.0 ☐
	☐

B5. PLANS ASSESSMENTS OF LEARNING OUTCOMES	
3.0 plans appropriate assessments AND can articulate ways assessments should impact future learning activities.	3.0 ☐
2.0 plans appropriate assessments that are linked to learning outcomes.	2.5 ☐
	2.0 ☐
1.0 does not include assessments in the lesson plan OR includes assessments that are inappropriate.	1.5 ☐
	1.0 ☐
	☐

C. INSTRUCTIONAL PERFORMANCE The student teacher...

C1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT	
3.0 creates a physically and psychologically safe environment AND can explain the purpose for these choices.	3.0 ☐
2.0 plans for the physical and psychological safety of students.	2.5 ☐
	2.0 ☐
	1.5 ☐
2.0 1.0 does not consider the physical and psychological safety of students.	1.0 ☐

C2. CREATES A CLIMATE OF FAIRNESS AND RESPECT	
3.0 actively encourages fairness and respect among students AND creates a climate that provides access to appropriate learning opportunities for all students.	3.0 ☐
2.0 treats students fairly and respectfully.	2.5 ☐
	2.0 ☐
	1.5 ☐
1.0 does not treat students fairly and respectfully OR allows the climate to interfere with access to appropriate learning opportunities for all students.	1.0 ☐

C3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR	
3.0 demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior.	3.0 ☐
2.0 effectively and consistently responds to students' needs and behavior.	2.5 ☐
	2.0 ☐
	1.5 ☐
1.0 is unable to effectively and consistently respond to students' needs and behavior.	1.0 ☐

C4. MAKES PROCEDURES AND OUTCOMES CLEAR TO STUDENTS	
3.0 ensures that all students understand the learning objectives and can carry out the procedures for instructional activities.	3.0 ☐
2.0 provides students with clear, accurate information about the learning objectives and procedures for instructional activities.	2.5 ☐
	2.0 ☐
	1.5 ☐
1.0 presents unclear OR inaccurate information about the learning objectives or the procedures for instructional activities.	1.0 ☐

C5. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY	
3.0 uses effective content delivery strategies, makes content relevant to students' prior experiences, and uses technology appropriately for presentation of content.	3.0 ☐
2.0 uses effective strategies to present content to students.	2.5 ☐
	2.0 ☐
	1.5 ☐
1.0 does not use strategies effectively to present content to students.	1.0 ☐

C6. MODELS APPROPRIATE LANGUAGE USAGE	
3.0 uses standard English in speech and writing while respecting students' cultural and dialectical differences.	3.0 ☐
2.0 uses standard English in speech and writing.	2.5 ☐
	2.0 ☐
	1.5 ☐
1.0 does not use standard English in speech or writing.	1.0 ☐

C7. PROVIDES APPROPRIATE ACCOMMODATIONS FOR DIVERSE LEARNERS	
3.0 effectively differentiates instruction based on the varying needs of the majority of individuals in the class.	3.0 ☐
2.0 differentiates instruction based on the varying needs of some individuals in the class.	2.5 ☐
	2.0 ☐
	1.5 ☐
1.0 does not differentiate instruction based on the varying needs of individuals in the class.	1.0 ☐

C8. PROVIDES OPPORTUNITIES FOR CONTENT APPLICATION	
3.0 uses activities or strategies that are specifically designed to actively encourage students to think independently, creatively, or critically about content.	3.0 ☐
2.0 guides students to think independently, creatively, or critically about content.	2.5 ☐
	2.0 ☐
	1.5 ☐
1.0 does not provide opportunities for students to think independently, creatively, or critically about content.	1.0 ☐

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☐

C9. CHECKS FOR UNDERSTANDING USING A VARIETY OF FORMAL OR INFORMAL ASSESSMENT TECHNIQUES	
3.0 uses a variety of assessment techniques to monitor and analyze individual and group comprehension of the content, makes appropriate instructional adjustments as necessary AND gives all students meaningful, substantive, and specific feedback.	
2.0 monitors student comprehension of content AND provide students with limited feedback.	
1.0 makes few attempts to determine student comprehension AND gives students little feedback.	

3.0
☐
2.5
☐
2.0
☐
1.5
☐
1.0
☐

C10. USES INSTRUCTIONAL TIME EFFECTIVELY	
3.0 provides students with activities of instructional value for the entire time, paces them appropriately, AND performs non-instructional procedures efficiently.	
2.0 paces instruction appropriately for most of the students AND does not spend an excessive amount of time on non-instructional procedural matters.	
1.0 paces instruction inappropriately to the content and /or the students AND spends substantial amounts of instructional time on activities of little instructional value.	

3.0
☐
2.5
☐
2.0
☐
1.5
☐
1.0
☐

D. REFLECTION AND EVALUATION – IMPACT ON STUDENT LEARNING The student teacher ...

D1. PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING	
3.0 provides appropriate AND detailed evidence to document student learning.	
2.0 provides some appropriate evidence to document student learning.	
1.0 provides no evidence to document student learning.	

3.0
☐
2.5
☐
2.0
☐
1.5
☐
1.0
☐

D2. ACCURATELY DESCRIBES STRENGTHS AND WEAKNESSES OF HIS/HER TEACHING SKILLS IN RELATION TO STUDENT LEARNING	
3.0 uses evidence of student learning to self-assess teaching strengths and weaknesses.	
2.0 uses some evidence of student learning to self-assess teaching strengths and weaknesses.	

3.0
☐
2.5
☐

1.0 does not use evidence of student learning to self-assess teaching strengths and weaknesses.	2.0 ☐ 1.5 ☐ 1.0 ☐
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D3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (I.E. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION	
3.0 seeks information from varied professional resources AND uses it effectively to improve instruction.	3.0 ☐
2.0 seeks information from the cooperating teacher AND attempts to use it to improve instruction.	2.5 ☐
1.0 neither seeks NOR uses information from professional sources to improve instruction.	2.0 ☐
	1.5 ☐
	1.0 ☐

D4. INDICATES STRATEGIES TO IMPROVE INSTRUCTION	
3.0 develops specific and varied strategies to improve instruction.	3.0 ☐
2.0 develops general proposals to improve instruction.	2.5 ☐
1.0 develops no proposals to improve instruction.	2.0 ☐
	1.5 ☐
	1.0 ☐

E. PROFESSIONALISM

The student teacher demonstrates personal and professional behaviors that support student learning and/or the performance of other professional responsibilities. (Rate using the following scale: 3 – Exemplary; 2- Acceptable; 1-Not Acceptable.)

- | | |
|---|---|
| ___ Is responsible and dependable | ___ Demonstrates enthusiasm for teaching |
| ___ Shows initiative | ___ Has compassion for students |
| ___ Is punctual and regular in attendance | ___ Dresses appropriately |
| ___ Exhibits the ability to make decisions | ___ Demonstrates professional behavior with students, |
| ___ Sets appropriate priorities and meets deadlines | families, and school personnel |
| ___ Displays mature judgment and self-control | ___ Maintains confidentiality |

Suggestions for Continuing Professional Development: Areas of Strength and Areas for Growth

Student Teacher		Date	University Consultant or Cooperating
Teacher			
		Date	

Table 2.4 Section II 4: Pedagogical and Professional Knowledge, Skills, and Dispositions
EMU Assessment 4: Final Student Teaching Evaluation

During the 2004-2005 EMU participated in the pilot study of a new final student teaching evaluation form as part of the MidValley Clinical Faculty Consortium. The new form has the following five categories: A: Knowledge of Content, B: Preparation for Instruction, C: Instructional Performance, D: Reflection and Evaluation – Impact On Student Learning, and E: Professionalism. Each candidate has a final evaluation completed at the end of each physical education student teaching placement by the cooperating teacher and university consultant. The Table 1 reflects the data from physical education student teachers during the 2004-2006 academic years. Table III indicates the relationship of the final student teaching evaluation to the NASPE standards.

Table 1: 2004-2006 Health/PE Student Teaching Evaluation Data

CT1—Cooperating Teacher first placement

CT2—Cooperating Teacher second placement

UC1—University Consultant first placement

CT1— University Consultant second placement

Score reporting information:

Final Student Teaching Evaluation Score	Score Conversion for Percentage Reporting
3.0	3
2.5	2
2.0	2
1.5	1
1.0	1

Knowledge of Content	3	2	1	3	2	1	3	2	1	3	2
1. Demonstrates An Understanding Of Appropriate Content Standards (Sol/Professional Standards)	100	0	0				75	25	50	50	50
2. Identifies Basic Principles And Concepts Of Subject Matter	50	50	0				50	50	0	50	50
3. Uses Examples To Support Basic Principles Of Content	50	50	0				25	75	0	50	50
4. Links Content To Students Prior Experiences And To Related Subject Areas	25	75	0				25	75	0	50	50
Preparation for Instruction											
1. Is Familiar With Relevant Aspects Of Students Background, Knowledge, Experience And Skills	25	75	0				25	75	0	25	75
2. Plans Address The Unique Characteristics Of Individual Students (I.E. Tag/GT, ESL, Special Needs, Among Others)	50	50	0				25	75	0	25	75
3. Formulates Clear Learning Outcomes That Are Appropriate For Student	50	50	0				25	75	0	25	75
4. Plans Appropriate Methods To Meet The Learning Outcomes (I.E. Technology, Cooperative Learning, Etc)	75	25	0				75	25	0	50	50
5. Plans Assessments Of Learning Outcomes	50	50	0				25	75	0	25	75
Instructional Performance											
1. Establishes A Safe Physical And Psychological Environment	25	75	0				50	50	0	100	0
2. Creates A Climate Of Fairness And Respect	100	0	0				75	25	0	75	25
3. Maintains Consistent Standards For Positive Classroom Behavior	50	25	25				50	50	0	100	0
4. Makes Procedures And Outcomes Clear To Students	50	50	0				50	50	0	25	75
5. Presents Content Effectively	25	75	0				25	75	0	50	50
6. Models Appropriate Language Usage	75	25	0				100	0	0	100	0
7. Provides Appropriate Accommodations For Diverse Learners	25	75	0				0	100	0	75	25
8. Provides Opportunities For Content Application	25	75	0				50	50	0	75	25
9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques	50	50	0				50	50	0	50	50
10. Uses Instructional Time Effectively	50	50	0				50	50	0	75	25
Reflection and Evaluation – Impact On Student Learning											
1. Provides Specific Evidence To Document Student Learning	25	75	0				0	100	0	0	100
2. Accurately Describes Strengths And Weaknesses Of His/Her Teacher Skills In Relation To Student Learning	25	75	0				25	75	0	50	50

3. Seeks And Uses Information From Professional Sources (I.E. Cooperating Teacher, Colleagues, And/Or Research) To Improve Instruction	50	50	0				50	50	0	25	75
4. Indicates Strategies To Improve Instruction	25	75	0				25	75	0	75	25
Professionalism											
Professionalism: Is responsible and dependable	100	0	0	100	0	0	100	0	0	100	0
Professionalism: Shows initiative	100	0	0	100	0	0	100	0	0	100	0
Professionalism: Is punctual and regular in attendance	100	0	0	100	0	0	100	0	0	100	0
Professionalism: Exhibits the ability to make decisions	100	0	0	100	0	0	100	0	0	100	0
Professionalism: Displays mature judgment and self-control	100	0	0	100	0	0	100	0	0	100	0
Professionalism: Maintains confidentiality	100	0	0	100	0	0	100	0	0	100	0
Professionalism: Demonstrates enthusiasm for teaching	100	0	0	100	0	0	100	0	0	100	0
Professionalism: Has compassion for students	100	0	0	100	0	0	100	0	0	100	0
Professionalism: Sets appropriate priorities and meet deadlines	100	0	0	100	0	0	100	0	0	100	0
Professionalism: Dresses appropriately	100	0	0	100	0	0	100	0	0	100	0
Professionalism: Demonstrates professional behavior with students, families, and school personnel	100	0	0	100	0	0	100	0	0	100	0

ATTACHMENT B: 2007-2009 HEALTH/PE STUDENT TEACHING DATA SET

Performance by Rubric Criteria Report - Main Results

https://folio.taskstream.com/Folio/modreports/customrubric/rep_ru...

Report: Custom Performance Report
Report Generated by Taskstream
Report Format: H&PE Student Teaching2007-09
DRF Template(s): Student Teaching Portfolio 2007-08, Student Teaching Portfolio 2008-09
Program(s): Student Teaching Portfolio 2007-08, Student Teaching Portfolio 2008-09
Authors: 8 Authors matched search criteria
Demographics: Which licensure are you pursuing?: 5. All-Grade Education, PreK-12 Which major are you pursuing?: 06. Health & Physical Education
Report Generated: Friday, March 08, 2013

H&PE Student Teaching2007-09

Rubric Criteria	Authors evaluated	Results for Group	Distribution of scores									
B5. Plans Assessments of Learning Outcomes [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT1) DRF Template: Student Teaching Portfolio 2007-08	3 of 4 (75%)	Avg. =4.00/5 (80.00%) Median =4.00 Std. Dev. =1.00	Score	5	4	3	2	1				
			Count/%	1 33.33%	1 33.33%	1 33.33%	0 0%	0 0%				
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT1) DRF Template: Student Teaching Portfolio 2007-08	3 of 4 (75%)	Avg. =4.67/5 (93.33%) Median =5.00 Std. Dev. =0.58	Score	5	4	3	2	1				
			Count/%	2 66.67%	1 33.33%	0 0%	0 0%	0 0%				
C10. Uses Instructional Time Effectively [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT1) DRF Template: Student Teaching Portfolio 2007-08	3 of 4 (75%)	Avg. =4.67/5 (93.33%) Median =5.00 Std. Dev. =0.58	Score	5	4	3	2	1				
			Count/%	2 66.67%	1 33.33%	0 0%	0 0%	0 0%				
D1. Provides Specific Evidence To Document Student Learning [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT1) DRF Template: Student Teaching Portfolio 2007-08	3 of 4 (75%)	Avg. =4.33/5 (86.67%) Median =5.00 Std. Dev. =1.15	Score	5	4	3	2	1				
			Count/%	2 66.67%	0 0%	1 33.33%	0 0%	0 0%				
B5. Plans Assessments of Learning Outcomes [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT2) DRF Template: Student Teaching Portfolio 2007-08	3 of 4 (75%)	Avg. =3.33/5 (66.67%) Median =4.00 Std. Dev. =2.08	Score	5	4	3	2	1				
			Count/%	1 33.33%	1 33.33%	0 0%	0 0%	1 33.33%				
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT2) DRF Template: Student Teaching Portfolio 2007-08	3 of 4 (75%)	Avg. =3.33/5 (66.67%) Median =4.00 Std. Dev. =2.08	Score	5	4	3	2	1				
			Count/%	1 33.33%	1 33.33%	0 0%	0 0%	1 33.33%				
C10. Uses Instructional Time Effectively [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT2) DRF Template: Student Teaching Portfolio 2007-08	3 of 4 (75%)	Avg. =4.00/5 (80.00%) Median =5.00 Std. Dev. =1.73	Score	5	4	3	2	1				
			Count/%	2 66.67%	0 0%	0 0%	1 33.33%	0 0%				
D1. Provides Specific Evidence To Document Student Learning [Leadership]	3 of 4 (75%)	Avg. =3.67/5 (73.33%) Median =5.00	Score	5	4	3	2	1				
			Count/%									

Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT2) DRF Template: Student Teaching Portfolio 2007-08	3 of 4 (75%)	Std. Dev. =2.31 Avg. =4.00/5 (80.00%) Median =4.00 Std. Dev. =1.00	Count/%	2	66.67%	0	0%	0	0%	0	0%	1	33.33%
			Score	5		4		3		2		1	
B5. Plans Assessments of Learning Outcomes [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC1) DRF Template: Student Teaching Portfolio 2007-08	3 of 4 (75%)		Count/%	1	33.33%	1	33.33%	1	33.33%	0	0%	0	0%
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC1) DRF Template: Student Teaching Portfolio 2007-08	3 of 4 (75%)	Avg. =3.67/5 (73.33%) Median =3.00 Std. Dev. =1.15	Score	5		4		3		2		1	
			Count/%	1	33.33%	0	0%	2	66.67%	0	0%	0	0%
C10. Uses Instructional Time Effectively [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC1) DRF Template: Student Teaching Portfolio 2007-08	3 of 4 (75%)	Avg. =5.00/5 (100.00%) Median =5.00 Std. Dev. =0.00	Score	5		4		3		2		1	
			Count/%	3	100%	0	0%	0	0%	0	0%	0	0%
D1. Provides Specific Evidence To Document Student Learning [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC1) DRF Template: Student Teaching Portfolio 2007-08	3 of 4 (75%)	Avg. =4.00/5 (80.00%) Median =4.00 Std. Dev. =1.00	Score	5		4		3		2		1	
			Count/%	1	33.33%	1	33.33%	1	33.33%	0	0%	0	0%
B5. Plans Assessments of Learning Outcomes [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC2) DRF Template: Student Teaching Portfolio 2007-08	3 of 4 (75%)	Avg. =3.67/5 (73.33%) Median =4.00 Std. Dev. =0.58	Score	5		4		3		2		1	
			Count/%	0	0%	2	66.67%	1	33.33%	0	0%	0	0%
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC2) DRF Template: Student Teaching Portfolio 2007-08	3 of 4 (75%)	Avg. =3.67/5 (73.33%) Median =3.00 Std. Dev. =1.15	Score	5		4		3		2		1	
			Count/%	1	33.33%	0	0%	2	66.67%	0	0%	0	0%
C10. Uses Instructional Time Effectively [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC2) DRF Template: Student Teaching Portfolio 2007-08	3 of 4 (75%)	Avg. =5.00/5 (100.00%) Median =5.00 Std. Dev. =0.00	Score	5		4		3		2		1	
			Count/%	3	100%	0	0%	0	0%	0	0%	0	0%
D1. Provides Specific Evidence To Document Student Learning [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC2) DRF Template: Student Teaching Portfolio 2007-08	3 of 4 (75%)	Avg. =4.33/5 (86.67%) Median =4.00 Std. Dev. =0.58	Score	5		4		3		2		1	
			Count/%	1	33.33%	2	66.67%	0	0%	0	0%	0	0%
B5. Plans Assessments of Learning Outcomes [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT1) DRF Template: Student Teaching Portfolio 2008-09	4 of 4 (100%)	Avg. =4.25/5 (85.00%) Median =4.50 Std. Dev. =0.96	Score	5		4		3		2		1	
			Count/%	2	50%	1	25%	1	25%	0	0%	0	0%
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques	4 of 4 (100%)	Avg. =4.50/5 (90.00%) Median =4.50	Score	5		4		3		2		1	

[Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT1) DRF Template: Student Teaching Portfolio 2008-09		Std. Dev. =0.58							
			Count/%	2 50%	2 50%	0 0%	0 0%	0 0%	
C10. Uses Instructional Time Effectively [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT1) DRF Template: Student Teaching Portfolio 2008-09	4 of 4 (100%)	Avg. =4.50/5 (90.00%) Median =5.00 Std. Dev. =1.00	Score	5	4	3	2	1	
			Count/%	3 75%	0 0%	1 25%	0 0%	0 0%	
D1. Provides Specific Evidence To Document Student Learning [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT1) DRF Template: Student Teaching Portfolio 2008-09	4 of 4 (100%)	Avg. =4.25/5 (85.00%) Median =4.50 Std. Dev. =0.96	Score	5	4	3	2	1	
			Count/%	2 50%	1 25%	1 25%	0 0%	0 0%	
B5. Plans Assessments of Learning Outcomes [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT2) DRF Template: Student Teaching Portfolio 2008-09	4 of 4 (100%)	Avg. =4.25/5 (85.00%) Median =4.00 Std. Dev. =0.50	Score	5	4	3	2	1	
			Count/%	1 25%	3 75%	0 0%	0 0%	0 0%	
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT2) DRF Template: Student Teaching Portfolio 2008-09	4 of 4 (100%)	Avg. =4.50/5 (90.00%) Median =4.50 Std. Dev. =0.58	Score	5	4	3	2	1	
			Count/%	2 50%	2 50%	0 0%	0 0%	0 0%	
C10. Uses Instructional Time Effectively [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT2) DRF Template: Student Teaching Portfolio 2008-09	4 of 4 (100%)	Avg. =4.75/5 (95.00%) Median =5.00 Std. Dev. =0.50	Score	5	4	3	2	1	
			Count/%	3 75%	1 25%	0 0%	0 0%	0 0%	
D1. Provides Specific Evidence To Document Student Learning [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT2) DRF Template: Student Teaching Portfolio 2008-09	4 of 4 (100%)	Avg. =4.50/5 (90.00%) Median =4.50 Std. Dev. =0.58	Score	5	4	3	2	1	
			Count/%	2 50%	2 50%	0 0%	0 0%	0 0%	
B5. Plans Assessments of Learning Outcomes [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC1) DRF Template: Student Teaching Portfolio 2008-09	4 of 4 (100%)	Avg. =4.25/5 (85.00%) Median =4.50 Std. Dev. =0.96	Score	5	4	3	2	1	
			Count/%	2 50%	1 25%	1 25%	0 0%	0 0%	
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC1) DRF Template: Student Teaching Portfolio 2008-09	4 of 4 (100%)	Avg. =4.00/5 (80.00%) Median =4.00 Std. Dev. =0.82	Score	5	4	3	2	1	
			Count/%	1 25%	2 50%	1 25%	0 0%	0 0%	
C10. Uses Instructional Time Effectively [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC1) DRF Template: Student Teaching Portfolio 2008-09	4 of 4 (100%)	Avg. =4.75/5 (95.00%) Median =5.00 Std. Dev. =0.50	Score	5	4	3	2	1	
			Count/%	3 75%	1 25%	0 0%	0 0%	0 0%	
D1. Provides Specific Evidence To Document Student Learning	4 of 4 (100%)	Avg. =4.25/5 (85.00%)	Score	5	4	3	2	1	

[Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC1) DRF Template: Student Teaching Portfolio 2008-09		Median =4.50 Std. Dev. =0.96	Count/%	2	50%	1	25%	1	25%	0	0%	0	0%
B5. Plans Assessments of Learning Outcomes [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC2) DRF Template: Student Teaching Portfolio 2008-09	4 of 4 (100%)	Avg. =4.25/5 (85.00%) Median =4.00 Std. Dev. =0.50	Score	5		4		3		2		1	
			Count/%	1	25%	3	75%	0	0%	0	0%	0	0%
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC2) DRF Template: Student Teaching Portfolio 2008-09	4 of 4 (100%)	Avg. =4.00/5 (80.00%) Median =4.00 Std. Dev. =0.82	Score	5		4		3		2		1	
			Count/%	1	25%	2	50%	1	25%	0	0%	0	0%
C10. Uses Instructional Time Effectively [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC2) DRF Template: Student Teaching Portfolio 2008-09	4 of 4 (100%)	Avg. =4.50/5 (90.00%) Median =4.50 Std. Dev. =0.58	Score	5		4		3		2		1	
			Count/%	2	50%	2	50%	0	0%	0	0%	0	0%
D1. Provides Specific Evidence To Document Student Learning [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC2) DRF Template: Student Teaching Portfolio 2008-09	4 of 4 (100%)	Avg. =4.00/5 (80.00%) Median =4.00 Std. Dev. =0.00	Score	5		4		3		2		1	
			Count/%	0	0%	4	100%	0	0%	0	0%	0	0%
Average of 32 Criterion Averages		4.21/5 (84.27%)											
AVERAGE FOR ALL CRITERIA		4.21/5 (84.27%)											

ATTACHMENT C: 2009-2012 DATA

Performance by Rubric Criteria Report - Main Results

https://folio.taskstream.com/Folio/modreports/customrubric/rep_1

Report: Custom Performance Report
Report Generated by <u>Taskstream</u>
Report Format: H&PE Student Teaching2
DRF Template(s): Student Teaching Portfolio 2009-10, Student Teaching Portfolio 2010-11, Student Teaching Portfolio 2011-12
Program(s): Student Teaching Portfolio 2009-10, Student Teaching Portfolio 2010-11, Student Teaching Portfolio 2011-12
Authors: 10 Authors matched search criteria
Demographics: Which licensure are you pursuing?: 5. All-Grade Education, PreK-12 Which major are you pursuing?: 06. Health & Physical Education
Report Generated: Friday, March 08, 2013

H&PE Student Teaching

Rubric Criteria	Authors evaluated	Results for Group	Distribution of scores									
B5. Plans Assessments of Learning Outcomes [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT1) DRF Template: Student Teaching Portfolio 2009-10	1 of 1 (100%)	Avg. =5.00/5 (100.00%) Median =5.00 Std. Dev. =0.00	Score	5	4	3	2	1				
			Count/%	1 100%	0 0%	0 0%	0 0%	0 0%	0 0%			
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT1) DRF Template: Student Teaching Portfolio 2009-10	1 of 1 (100%)	Avg. =5.00/5 (100.00%) Median =5.00 Std. Dev. =0.00	Score	5	4	3	2	1				
			Count/%	1 100%	0 0%	0 0%	0 0%	0 0%	0 0%			
C10. Uses Instructional Time Effectively [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT1) DRF Template: Student Teaching Portfolio 2009-10	1 of 1 (100%)	Avg. =5.00/5 (100.00%) Median =5.00 Std. Dev. =0.00	Score	5	4	3	2	1				
			Count/%	1 100%	0 0%	0 0%	0 0%	0 0%	0 0%			
D1. Provides Specific Evidence To Document Student Learning [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT1) DRF Template: Student Teaching Portfolio 2009-10	1 of 1 (100%)	Avg. =5.00/5 (100.00%) Median =5.00 Std. Dev. =0.00	Score	5	4	3	2	1				
			Count/%	1 100%	0 0%	0 0%	0 0%	0 0%	0 0%			
B5. Plans Assessments of Learning Outcomes [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT2) DRF Template: Student Teaching Portfolio 2009-10	1 of 1 (100%)	Avg. =5.00/5 (100.00%) Median =5.00 Std. Dev. =0.00	Score	5	4	3	2	1				
			Count/%	1 100%	0 0%	0 0%	0 0%	0 0%	0 0%			
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT2) DRF Template: Student Teaching Portfolio 2009-10	1 of 1 (100%)	Avg. =5.00/5 (100.00%) Median =5.00 Std. Dev. =0.00	Score	5	4	3	2	1				
			Count/%	1 100%	0 0%	0 0%	0 0%	0 0%	0 0%			
C10. Uses Instructional Time Effectively [Leadership]	1 of 1 (100%)	Avg. =5.00/5 (100.00%)	Score	5	4	3	2	1				
			Count/%									

Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT2) DRF Template: Student Teaching Portfolio 2009-10	1 of 1 (100%)	Median =5.00 Std. Dev. =0.00	Count/%	1	100%	0	0%	0	0%	0	0%	0	0%
D1. Provides Specific Evidence To Document Student Learning [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT2) DRF Template: Student Teaching Portfolio 2009-10		Avg. =5.00/5 (100.00%) Median =5.00 Std. Dev. =0.00	Score	5		4		3		2		1	
			Count/%	1	100%	0	0%	0	0%	0	0%	0	0%
B5. Plans Assessments of Learning Outcomes [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC1) DRF Template: Student Teaching Portfolio 2009-10	1 of 1 (100%)	Avg. =5.00/5 (100.00%) Median =5.00 Std. Dev. =0.00	Score	5		4		3		2		1	
			Count/%	1	100%	0	0%	0	0%	0	0%	0	0%
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC1) DRF Template: Student Teaching Portfolio 2009-10	1 of 1 (100%)	Avg. =5.00/5 (100.00%) Median =5.00 Std. Dev. =0.00	Score	5		4		3		2		1	
			Count/%	1	100%	0	0%	0	0%	0	0%	0	0%
C10. Uses Instructional Time Effectively [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC1) DRF Template: Student Teaching Portfolio 2009-10	1 of 1 (100%)	Avg. =5.00/5 (100.00%) Median =5.00 Std. Dev. =0.00	Score	5		4		3		2		1	
			Count/%	1	100%	0	0%	0	0%	0	0%	0	0%
D1. Provides Specific Evidence To Document Student Learning [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC1) DRF Template: Student Teaching Portfolio 2009-10	1 of 1 (100%)	Avg. =4.00/5 (80.00%) Median =4.00 Std. Dev. =0.00	Score	5		4		3		2		1	
			Count/%	0	0%	1	100%	0	0%	0	0%	0	0%
B5. Plans Assessments of Learning Outcomes [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC2) DRF Template: Student Teaching Portfolio 2009-10	1 of 1 (100%)	Avg. =5.00/5 (100.00%) Median =5.00 Std. Dev. =0.00	Score	5		4		3		2		1	
			Count/%	1	100%	0	0%	0	0%	0	0%	0	0%
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC2) DRF Template: Student Teaching Portfolio 2009-10	1 of 1 (100%)	Avg. =5.00/5 (100.00%) Median =5.00 Std. Dev. =0.00	Score	5		4		3		2		1	
			Count/%	1	100%	0	0%	0	0%	0	0%	0	0%
C10. Uses Instructional Time Effectively [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC2) DRF Template: Student Teaching Portfolio 2009-10	1 of 1 (100%)	Avg. =5.00/5 (100.00%) Median =5.00 Std. Dev. =0.00	Score	5		4		3		2		1	
			Count/%	1	100%	0	0%	0	0%	0	0%	0	0%
D1. Provides Specific Evidence To Document Student Learning [Leadership]	1 of 1 (100%)	Avg. =5.00/5 (100.00%) Median =5.00	Score	5		4		3		2		1	

Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC2) DRF Template: Student Teaching Portfolio 2009-10		Std. Dev. =0.00											
			Count/%	1	100%	0	0%	0	0%	0	0%	0	0%
B5. Plans Assessments of Learning Outcomes [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT1) DRF Template: Student Teaching Portfolio 2010-11	2 of 2 (100%)	Avg. =5.00/5 (100.00%) Median =5.00 Std. Dev. =0.00	Score	5		4		3		2		1	
			Count/%	2	100%	0	0%	0	0%	0	0%	0	0%
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT1) DRF Template: Student Teaching Portfolio 2010-11	2 of 2 (100%)	Avg. =4.50/5 (90.00%) Median =4.50 Std. Dev. =0.71	Score	5		4		3		2		1	
			Count/%	1	50%	1	50%	0	0%	0	0%	0	0%
C10. Uses Instructional Time Effectively [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT1) DRF Template: Student Teaching Portfolio 2010-11	2 of 2 (100%)	Avg. =5.00/5 (100.00%) Median =5.00 Std. Dev. =0.00	Score	5		4		3		2		1	
			Count/%	2	100%	0	0%	0	0%	0	0%	0	0%
D1. Provides Specific Evidence To Document Student Learning [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT1) DRF Template: Student Teaching Portfolio 2010-11	2 of 2 (100%)	Avg. =5.00/5 (100.00%) Median =5.00 Std. Dev. =0.00	Score	5		4		3		2		1	
			Count/%	2	100%	0	0%	0	0%	0	0%	0	0%
B5. Plans Assessments of Learning Outcomes [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT2) DRF Template: Student Teaching Portfolio 2010-11	2 of 2 (100%)	Avg. =4.50/5 (90.00%) Median =4.50 Std. Dev. =0.71	Score	5		4		3		2		1	
			Count/%	1	50%	1	50%	0	0%	0	0%	0	0%
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT2) DRF Template: Student Teaching Portfolio 2010-11	2 of 2 (100%)	Avg. =4.50/5 (90.00%) Median =4.50 Std. Dev. =0.71	Score	5		4		3		2		1	
			Count/%	1	50%	1	50%	0	0%	0	0%	0	0%
C10. Uses Instructional Time Effectively [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT2) DRF Template: Student Teaching Portfolio 2010-11	2 of 2 (100%)	Avg. =4.00/5 (80.00%) Median =4.00 Std. Dev. =0.00	Score	5		4		3		2		1	
			Count/%	0	0%	2	100%	0	0%	0	0%	0	0%
D1. Provides Specific Evidence To Document Student Learning [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT2) DRF Template: Student Teaching Portfolio 2010-11	2 of 2 (100%)	Avg. =4.00/5 (80.00%) Median =4.00 Std. Dev. =0.00	Score	5		4		3		2		1	
			Count/%	0	0%	2	100%	0	0%	0	0%	0	0%
B5. Plans Assessments of Learning Outcomes [Leadership]	2 of 2 (100%)	Avg. =4.50/5 (90.00%)	Score	5		4		3		2		1	

Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC1) DRF Template: Student Teaching Portfolio 2010-11		Median =4.50 Std. Dev. =0.71	Count/%	1	50%	1	50%	0	0%	0	0%	0	0%
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC1) DRF Template: Student Teaching Portfolio 2010-11	2 of 2 (100%)	Avg. =4.50/5 (90.00%) Median =4.50 Std. Dev. =0.71	Score	5		4		3		2		1	
			Count/%	1	50%	1	50%	0	0%	0	0%	0	0%
C10. Uses Instructional Time Effectively [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC1) DRF Template: Student Teaching Portfolio 2010-11	2 of 2 (100%)	Avg. =5.00/5 (100.00%) Median =5.00 Std. Dev. =0.00	Score	5		4		3		2		1	
			Count/%	2	100%	0	0%	0	0%	0	0%	0	0%
D1. Provides Specific Evidence To Document Student Learning [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC1) DRF Template: Student Teaching Portfolio 2010-11	2 of 2 (100%)	Avg. =4.50/5 (90.00%) Median =4.50 Std. Dev. =0.71	Score	5		4		3		2		1	
			Count/%	1	50%	1	50%	0	0%	0	0%	0	0%
B5. Plans Assessments of Learning Outcomes [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC2) DRF Template: Student Teaching Portfolio 2010-11	2 of 2 (100%)	Avg. =5.00/5 (100.00%) Median =5.00 Std. Dev. =0.00	Score	5		4		3		2		1	
			Count/%	2	100%	0	0%	0	0%	0	0%	0	0%
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC2) DRF Template: Student Teaching Portfolio 2010-11	2 of 2 (100%)	Avg. =5.00/5 (100.00%) Median =5.00 Std. Dev. =0.00	Score	5		4		3		2		1	
			Count/%	2	100%	0	0%	0	0%	0	0%	0	0%
C10. Uses Instructional Time Effectively [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC2) DRF Template: Student Teaching Portfolio 2010-11	2 of 2 (100%)	Avg. =5.00/5 (100.00%) Median =5.00 Std. Dev. =0.00	Score	5		4		3		2		1	
			Count/%	2	100%	0	0%	0	0%	0	0%	0	0%
D1. Provides Specific Evidence To Document Student Learning [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC2) DRF Template: Student Teaching Portfolio 2010-11	2 of 2 (100%)	Avg. =4.00/5 (80.00%) Median =4.00 Std. Dev. =0.00	Score	5		4		3		2		1	
			Count/%	0	0%	2	100%	0	0%	0	0%	0	0%
B5. Plans Assessments of Learning Outcomes [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT1) DRF Template: Student Teaching Portfolio 2011-12	7 of 7 (100%)	Avg. =4.29/5 (85.71%) Median =5.00 Std. Dev. =0.95	Score	5		4		3		2		1	
			Count/%	4	57.14%	1	14.29%	2	28.57%	0	0%	0	0%
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques	7 of 7 (100%)	Avg. =4.29/5 (85.71%) Median =4.00	Score	5		4		3		2		1	

[Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT1) DRF Template: Student Teaching Portfolio 2011-12		Std. Dev. =0.76											
			Count/%	3	42.86%	3	42.86%	1	14.29%	0	0%	0	0%
C10. Uses Instructional Time Effectively [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT1) DRF Template: Student Teaching Portfolio 2011-12	7 of 7 (100%)	Avg. =4.86/5 (97.14%) Median =5.00 Std. Dev. =0.38	Score	5		4		3		2		1	
			Count/%	6	85.71%	1	14.29%	0	0%	0	0%	0	0%
D1. Provides Specific Evidence To Document Student Learning [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT1) DRF Template: Student Teaching Portfolio 2011-12	7 of 7 (100%)	Avg. =4.14/5 (82.86%) Median =4.00 Std. Dev. =0.90	Score	5		4		3		2		1	
			Count/%	3	42.86%	2	28.57%	2	28.57%	0	0%	0	0%
B5. Plans Assessments of Learning Outcomes [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT2) DRF Template: Student Teaching Portfolio 2011-12	7 of 7 (100%)	Avg. =4.29/5 (85.71%) Median =4.00 Std. Dev. =0.76	Score	5		4		3		2		1	
			Count/%	3	42.86%	3	42.86%	1	14.29%	0	0%	0	0%
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT2) DRF Template: Student Teaching Portfolio 2011-12	7 of 7 (100%)	Avg. =4.14/5 (82.86%) Median =4.00 Std. Dev. =0.69	Score	5		4		3		2		1	
			Count/%	2	28.57%	4	57.14%	1	14.29%	0	0%	0	0%
C10. Uses Instructional Time Effectively [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT2) DRF Template: Student Teaching Portfolio 2011-12	7 of 7 (100%)	Avg. =4.43/5 (88.57%) Median =5.00 Std. Dev. =0.79	Score	5		4		3		2		1	
			Count/%	4	57.14%	2	28.57%	1	14.29%	0	0%	0	0%
D1. Provides Specific Evidence To Document Student Learning [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (CT2) DRF Template: Student Teaching Portfolio 2011-12	7 of 7 (100%)	Avg. =4.43/5 (88.57%) Median =4.00 Std. Dev. =0.53	Score	5		4		3		2		1	
			Count/%	3	42.86%	4	57.14%	0	0%	0	0%	0	0%
B5. Plans Assessments of Learning Outcomes [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC1) DRF Template: Student Teaching Portfolio 2011-12	7 of 7 (100%)	Avg. =4.14/5 (82.86%) Median =4.00 Std. Dev. =0.69	Score	5		4		3		2		1	
			Count/%	2	28.57%	4	57.14%	1	14.29%	0	0%	0	0%
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC1) DRF Template: Student Teaching Portfolio 2011-12	7 of 7 (100%)	Avg. =3.86/5 (77.14%) Median =4.00 Std. Dev. =0.69	Score	5		4		3		2		1	
			Count/%	1	14.29%	4	57.14%	2	28.57%	0	0%	0	0%
C10. Uses Instructional Time Effectively [Leadership]	7 of 7 (100%)	Avg. =4.57/5 (91.43%)	Score	5		4		3		2		1	

Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC1) DRF Template: Student Teaching Portfolio 2011-12	7 of 7 (100%)	Median =5.00 Std. Dev. =0.79	Count/%	5	71.43%	1	14.29%	1	14.29%	0	0%	0	0%
D1. Provides Specific Evidence To Document Student Learning [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC1) DRF Template: Student Teaching Portfolio 2011-12		Avg. =4.00/5 (80.00%) Median =4.00 Std. Dev. =0.58	Score	5		4		3		2		1	
			Count/%	1	14.29%	5	71.43%	1	14.29%	0	0%	0	0%
B5. Plans Assessments of Learning Outcomes [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC2) DRF Template: Student Teaching Portfolio 2011-12	7 of 7 (100%)	Avg. =3.71/5 (74.29%) Median =4.00 Std. Dev. =0.49	Score	5		4		3		2		1	
			Count/%	0	0%	5	71.43%	2	28.57%	0	0%	0	0%
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC2) DRF Template: Student Teaching Portfolio 2011-12	7 of 7 (100%)	Avg. =3.71/5 (74.29%) Median =4.00 Std. Dev. =0.49	Score	5		4		3		2		1	
			Count/%	0	0%	5	71.43%	2	28.57%	0	0%	0	0%
C10. Uses Instructional Time Effectively [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC2) DRF Template: Student Teaching Portfolio 2011-12	7 of 7 (100%)	Avg. =4.43/5 (88.57%) Median =4.00 Std. Dev. =0.53	Score	5		4		3		2		1	
			Count/%	3	42.86%	4	57.14%	0	0%	0	0%	0	0%
D1. Provides Specific Evidence To Document Student Learning [Leadership] Folio Area: EMU Outcomes 4-6: Final ST Evaluation (UC2) DRF Template: Student Teaching Portfolio 2011-12	7 of 7 (100%)	Avg. =4.14/5 (82.86%) Median =4.00 Std. Dev. =0.69	Score	5		4		3		2		1	
			Count/%	2	28.57%	4	57.14%	1	14.29%	0	0%	0	0%
Average of 48 Criterion Averages		4.59/5 (91.85%)											