

University of South Carolina Upstate  
Education Professional Program

Quality Assurance System



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**University of South Carolina Upstate**  
**School of Education Professional Program**

## **INTRODUCTION**

The Quality Assurance System (QAS) of the School of Education fosters an assessment environment of continuous improvement that is sustained and evidence based. The system is comprised of multiple measures intended to monitor candidate progress, completion effectiveness, and operational effectiveness. The system seeks relevant, representative, and cumulative data that are actionable. Validity and consistency of data are monitored.

The EPP has developed a QAS that specifically incorporates the performance standards of relevant national and state organizations. At the national level, the system is informed by the standards of Council for the Accreditation of Educator Preparation (CAEP), the Interstate Teacher Assessment and Support Consortium (InTASC), and the program level standards of relevant Specialized Professional Associations (SPAs) and other nationally recognized program recognition bodies.

While much of the data collected is aligned with CAEP, InTASC and SPA Standards, the QAS also collects data responsive to specific state standards related to state laws and regulations. Required state proficiencies are informed by the Expanded ADEPT Guidelines which provide ten measurable candidate proficiencies (ADEPT Performance Standards or APSs) organized under four actionable domains: Planning, Instruction, Classroom Environment, and Professionalism. Much of our actionable data is organized around these four domains. Other state standards include the Education and Economic Development Act (EEDA), Educator Standards of Conduct, the Safe Schools Climate Act, and the PK-12 Academic Standards. A full listing of state standards is found in *Standards, Policies, and Procedures for South Carolina Educator Preparation Units*.

### **Initial Licensure Programs in the School of Education**

The School of Education offers initial licensure programs in the following areas: early childhood, elementary education, special education – learning disabilities, special education – visual impairment, art, physical education, middle level, and English, mathematics, social studies, and science at the secondary level. Teacher education programs in the public domain in South Carolina are required to meet CAEP standards at the school/college/unit level and SPA standards at the program level. Additional standards unique to the state must also be met. EPP level assessments are outlined in Table 2 and program level assessments for each program are outlined in Table 3.

## **USC Upstate Education Professional Program Quality Assurance System**

The Education Professional Program (EPP) systematically conducts a variety of screenings for admission and progression as well as formative and summative performance-based assessments to evaluate candidate readiness, professional knowledge, skills, and dispositions. These data are collected at a series of Transition Points which are outlined below in Table I below. Transition Points I – V occur while candidates are enrolled in the SOE. Transition Point VI is a candidate follow-up that occurs between initial employment as a teacher and formal licensure. This transition has been added to reflect the EPP’s intention to gather data on completer impact, including outcomes data on P-12 student growth, to be consistent with national thinking on the evaluation of teacher education and to respond to CAEP requirements. Students who major in an education certification program are referred to as candidates when they are accepted into the Professional Program. This is the first checkpoint of five that candidates progress through in their program of study. Each checkpoint requires specific data collection activities and collectively comprise of the School of Education’s quality assurance system.

Consequential data collected at the EPP level include course grades/GPA, Teacher Work Sample (TWS) performances, ADEPT observation evaluations completed during student teaching, as well as Praxis II content area and PLT scores. Other candidate performance measures are gathered with senior surveys, alumni surveys, and employer surveys. Finally, the ADEPT E-portfolio is foundational to the EPP quality assurance system since it provides both “pre” and “post” authentic performance data that is aligned with CAEP, InTASC, SPA, and state performance standards. Data from the ADEPT E-Portfolio are used both formatively and summatively for consequential decision-making within the EPP. Candidates must achieve a minimum rating of “satisfactory” on the “post” ADEPT portfolio to be recommended for graduation and licensure. (See ADEPT E-Portfolio Instructions and Rubrics).

At the program level, candidate knowledge, skills, and dispositions defined in the standards of the SPAs and other recognized professional accrediting organizations are systematically collected and evaluated. Thus, in addition to EPP level assessments, each program has instruments designed to gather program level performance data to compare candidates’ performances across and within Programs.

## **FOUNDATIONS OF OUR QUALITY ASSURANCE SYSTEM (QAS)**

Our QAS is aligned, not only with CAEP, InTASC, SPA and state Standards, but also with the unique vision of our institution and with the specific performance requirements for teacher licensure in the state of South Carolina. Our QAS is grounded in the ambitions of our institution, our state and our EPP as follows.

### **The Foundations of USC Upstate and the School of Education**

#### **Institutional Vision:**

University of South Carolina Upstate aims to become one of the Southeast's leading "metropolitan" universities ... a university that acknowledges as its fundamental reason for being its relationship to expanding populations along the I-85 corridor. It aims to be recognized nationally among its peer metropolitan institutions for its excellence in education and commitment to its students, for its involvement in the Upstate, and for the clarity and integrity of its metropolitan mission.

#### **Institutional Mission:**

USC Upstate strives to prepare its students to participate as responsible citizens in a diverse, global and knowledge-based society, to pursue excellence in their chosen careers and to continue learning throughout life. Curricula and services are designed for the University's students, four to seven thousand in headcount, who are diverse in background, age, race, ethnicity, educational experience and academic goals. Students are drawn in large proportion from the Upstate where many choose to remain for their careers. A broad range of major curricula are provided in arts and sciences and in professional fields of study required by the regional economy, including business, education, and nursing. Through on-site instruction, distance learning, continuing education and inter-institutional articulation agreements, both traditional students and working professionals are served across the region. Consistent with the international character of the Upstate, the University promotes global perspectives across its programs. Supporting the regional employment objectives of most of its students, it provides extensive experiential learning opportunities. The University's metropolitan mission rests upon a foundation of partnerships with the education, corporate and service organizations of the Upstate. The faculty provides leadership in promoting economic, social and cultural development in the Upstate. This is achieved through its teaching, professional and public service, basic and applied scholarship and research, and creative endeavors.

## **Alignment of the School of Education with Institutional Vision and Mission**

### **Education Professional Program Vision**

The USC Upstate School of Education aims to be recognized nationally for its comprehensive, outstanding teacher preparation programs, the graduates of which are exemplary educators on the basis of their student-centered pedagogy, commitment to reflective teaching practice, and advocacy of positive change in education.

### **Education Professional Program Mission**

To facilitate achieving its vision, the School of Education has a three-fold mission: 1) to prepare effective teachers who are reflective practitioners and professionals, 2) to serve the diverse needs of public schools in the state of South Carolina, particularly the Upstate, working collaboratively with P12 school personnel, and 3) to advance understanding of how teaching and learning occur effectively.

To translate the mission of the EPP into the language of contemporary assessment our EPP level goals and state-mandated candidate performance objectives follow.

### **USC Upstate Education Professional Program Goals**

#### **Goal 1: Education Professional Program faculty and candidates demonstrate reflective teaching practice.**

Reflective teaching is a systematic process to evaluate, analyze and perhaps change what is taking place in the classroom. The teacher begins by questioning his/her own techniques and strategies (with input from students and colleagues) to determine their efficacy. The teacher collects, analyzes, and evaluates information from his/her classroom, which may in turn lead to changes and improvements in teaching.

#### **Goal 2: Education Professional Program faculty and candidates demonstrate learner-centered pedagogy.**

Teaching and learning comprise a process, at the heart of which is the learner. It is a goal of the School of Education faculty to prepare teacher candidates to instruct students using a learner-centered pedagogy.

#### **Goal 3: Education Professional Program faculty and candidates demonstrate performance-based assessment.**

Performance-based assessment is consistent with reflective practice and learner-centered instruction (Wiggins, 1998). It is applied both as the foundation for the assessment of the Professional Program (graduate and undergraduate) and as an essential component in its preparation of undergraduate and graduate candidates (Rudner & Schafer, 2002).

#### **Goal 4: Education Professional Program faculty and candidates demonstrate commitment to diversity.**

The Professional Program's organizing theme, mission and philosophy note its affirmation of diversity.

Broadening the parameters suggested by the concept “multicultural education,” faculty members of the Professional Program embrace and affirm a broader concept of diversity, as described by Delpit and Dowdy in 2002 and by Payne in 1996, that includes not only racial and ethnic differences, but also language, socio-economic, gender, sexual orientation, and learning differences.

**Goal 5: Education Professional Program faculty and candidates are committed to professional responsibility.**

Education Professional Program faculty and candidates demonstrate their commitment not only to the P12 learner, but also to the community and to the education profession. Candidates are encouraged to embrace responsibilities that transcend the walls of their classrooms and stay abreast of educational reform and new technologies. Being learner-centered, professional teachers recognize that the environment of the school, the community, the profession, and the government significantly influence quality of education available to students. Responsible professionals are involved in all these arenas as advocates for the well-being of students and positive change in education (Glickman, 2002).

Consequential data related to these five goals are collected to respond to our state-mandated performance objectives through the ADEPT system. These objectives follow.

**USC Upstate Education Professional Program Level Performance Objectives**

Candidates in the Education Professional Program who successfully complete any program leading to teacher certification will master the objectives listed under each domain below. These objectives, which are aligned with CAEP, InTASC, and South Carolina State Department of Education program standards describe the knowledge-based and skill-based competencies of program graduates. In short, the objectives listed below represent knowledge and skills a reflective practitioner must know and be able to do. Objectives are periodically reviewed at the state and EPP level as part of continuous program evaluation and assessment. In addition to these objectives, students achieve related certification area objectives as adopted by particular learned societies as well as specific course objectives listed on each syllabus. (See Appendix A for alignment of InTASC and ADEPT.)

**Domain I - PLANNING**

**APS 1: Long-Range Planning**

1.A The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.

1. B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.
1. C The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.
1. D The teacher develops appropriate processes for evaluating and recording students' progress and achievement.
1. E The teacher plans appropriate procedures for managing the classroom.

### **APS 2: Short-Range Planning of Instruction**

2. A The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.
2. B The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.
2. C The teacher routinely uses student performance data to guide short-range planning of instruction.

### **APS 3: Planning Assessments and Using Data**

3. A The teacher develops/selects and administers a variety of appropriate assessments.
3. B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.
3. C The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.

## **Domain II – INSTRUCTION**

### **APS 4: Establishing and Maintaining High Expectations for Learners**

4. A The teacher establishes, communicates, and maintains high expectations for student achievement.
4. B The teacher establishes, communicates, and maintains high expectations for student participation.
4. C The teacher helps students assume responsibility for their own participation and learning.

### **APS 5: Using Instructional Strategies to Facilitate Learning**

5. A The teacher uses appropriate instructional strategies.
5. B The teacher uses a variety of instructional strategies.
5. C The teacher uses instructional strategies effectively.

### **APS 6: Providing Content for Learners**

6. A The teacher demonstrates a thorough command of the discipline that he or she teaches.
6. B The teacher provides appropriate content.
6. C The teacher structures the content to promote meaningful learning.

### **APS 7: Monitoring, Assessing, and Enhancing Learning**

- 7. A The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.
- 7. B The teacher enhances student learning by using information from informal and formal assessments to guide instruction.
- 7. C The teacher enhances student learning by providing appropriate instructional feedback to all students.

### **Domain III – CLASSROOM ENVIRONMENT**

#### **APS 8: Maintaining an Environment That Promotes Learning**

- 8. A The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.
- 8. B The teacher creates and maintains a positive affective climate in his or her classroom.
- 8. C The teacher creates and maintains a culture of learning in his or her classroom.

#### **APS 9: Managing the Classroom**

- 9. A The teacher manages student behavior appropriately.
- 9. B The teacher makes maximal use of instructional time.
- 9. C The teacher manages essential noninstructional routines in an efficient manner.

### **Domain IV - PROFESSIONALISM**

#### **APS 10: Fulfilling Professional Responsibilities**

- 10. A The teacher is an advocate for the students.
- 10. B The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.
- 10. C The teacher is an effective communicator.
- 10. D The teacher exhibits professional demeanor and behavior.
- 10. E The teacher is an active learner.

### **SYSTEMATIC INTEGRATION OF DATA IN QUALITY ASSURANCE SYSTEM**

The system for collecting data and reflecting that data in terms of relevant standards is represented in Tables 1 and 2 that follow. Integral to this process is our adoption in 2016 of the LiveText assessment system. Using the advanced capacities of LiveText for data collection and analysis, we are able to collect on a semester basis multiple forms of data, direct and indirect, that offer insights into the developing and summative performances of our candidates.

**Table 1: USC Upstate Undergraduate Professional Program Assessment System**

Checkpoint	Conditions Documented	Evidence/ Data Collected	Consequence
I. Application for Admission to the Professional Program	<ul style="list-style-type: none"> <li>• GPA – 2.75 or higher</li> <li>• Completion of EDFO U200: Education Colloquium</li> <li>• Other required courses completed or in progress</li> <li>• 2 favorable faculty recommendations</li> <li>• No criminal record</li> <li>• Standards for Professional Conduct &amp; Dispositions form signed.</li> </ul>	<ul style="list-style-type: none"> <li>• GPA</li> <li>• Passing scores on Praxis Core:</li> <li>• OR SAT score of 1650 or better</li> <li>• OR ACT score of 24 or better</li> <li>• Clear SLED Check</li> <li>• Clear National sex Offender Registry</li> <li>• TB Screening</li> </ul>	<ul style="list-style-type: none"> <li>• Required for Progression</li> </ul>
II. Admission to Professional Program	<ul style="list-style-type: none"> <li>• GPA Maintained</li> <li>• Required coursework complete</li> </ul>	<ul style="list-style-type: none"> <li>• GPA</li> <li>• Pre E-Portfolio Assessment</li> <li>• Standards of Professional Conduct &amp; Dispositions Self-Assessment</li> <li>• Faculty Standards of Professional Conduct &amp; Dispositions Assessment</li> <li>• Cooperating Teacher Standards of Professional Conduct &amp; Dispositions Assessment</li> <li>• Documented Field Experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Permission to take 400-Level Professional Program Courses</li> </ul>
III. Application for Admission to Directed (Student) Teaching	<ul style="list-style-type: none"> <li>• GPA Maintained</li> <li>• At least 100 hours of field experiences</li> <li>• Required coursework completed or in progress with minimum required grade(s) achieved</li> </ul>	<ul style="list-style-type: none"> <li>• FBI Fingerprint</li> <li>• South Carolina Department of Education Clearance</li> <li>• GPA</li> <li>• Grade Review</li> <li>• E-Portfolio Assessment Progress</li> <li>• Documented Field Experiences</li> <li>• Documented Review of Standards of Professional Conduct &amp; Dispositions and Readiness for Student Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Permission to advance to student teaching.</li> </ul>

<p>IV. Completion of Completion of Professional Program [Student Teaching and co-requisite courses completed]</p>	<ul style="list-style-type: none"> <li>• GPA</li> <li>• Application for Graduation</li> </ul>	<ul style="list-style-type: none"> <li>• GPA</li> <li>• Post E-Portfolio Assessment</li> <li>• Standards of Professional Conduct &amp; Dispositions Self-Assessment</li> <li>• Faculty Standards of Professional Conduct &amp; Dispositions Assessment</li> <li>• Cooperating Teacher Standards of Professional Conduct &amp; Dispositions Assessment</li> <li>• ADEPT Summative Evaluations of Student Teaching/ Expanded ADEPT 4.0</li> <li>• Teacher Work Sample</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation</li> </ul>
<p>V. Graduation and Follow-up [Application for certification and employment performance]</p>		<ul style="list-style-type: none"> <li>• School of Education Completer Survey (semester of graduation)</li> <li>• Candidate Evaluation of University Supervisor Evaluation</li> <li>• Candidate Evaluation of the Cooperating Teacher</li> <li>• Praxis II passing scores</li> <li>• PLT passing scores</li> </ul>	<ul style="list-style-type: none"> <li>• Recommendation for Initial Certification</li> </ul>
<p>VI. Admittance to the Profession</p>		<ul style="list-style-type: none"> <li>• SAFE-T Formal Evaluation</li> <li>• Employer Survey (semester of graduation)</li> <li>• Alumni Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing License (potential to assess the learning of students taught by Upstate graduates)</li> </ul>

**Table 2: Assessments**

<b>Assessment</b>	<b>Collection</b>	<b>From</b>	<b>Frequency</b>	<b>Consequence</b>
Praxis II Content Scores	Completers are submitted to ETS for Title II matching	Program Completers	Yearly	<ul style="list-style-type: none"> <li>• Content Knowledge Data for EPP</li> <li>• Licensure for completers</li> <li>• Title II Recognition for EPP</li> </ul>
PLT Scores	Completers are submitted to ETS for Title II marching	Program Completers	Yearly	<ul style="list-style-type: none"> <li>• Pedagogical Knowledge Data for EPP</li> <li>• Licensure for completers</li> <li>• Title II Recognition for EPP</li> </ul>
Summative ADEPT	Completed on a consensus basis by cooperating teacher, university supervisor, and candidate	Candidates at the end of student teaching`	Each Semester	<ul style="list-style-type: none"> <li>• Assess four domains of the ADEPT system</li> <li>• Required to recommend candidate for licensure</li> </ul>
Teacher Work Sample	Submitted at the end of student teaching	Candidates at the end of student teaching	Each semester	<ul style="list-style-type: none"> <li>• Assess teacher impact on student learning</li> <li>• Element of final grade in Senior Seminar</li> </ul>
ADEPT E-Portfolio (yields pre and post data)	Transition Points II and IV	Candidates in course	Each semester	<ul style="list-style-type: none"> <li>• Provides assessment data on candidate growth over time on the four ADEPT performance domains</li> </ul>
Formal Evaluation of Teacher	Completers after their first two years of teaching	Alumni employed as teachers in South Carolina	Yearly	<ul style="list-style-type: none"> <li>• Required for formal or continuing licensure</li> <li>• Provides indirect but substantive evidence of candidate impact on student learning</li> </ul>
Dispositions	Admission; Checkpoints II and IV	Candidates (Self); Cooperating Teachers; Clinical Supervisors; Senior Seminar Instructor	Each Semester	<ul style="list-style-type: none"> <li>• Self-assessment required for admission and progression</li> <li>• Scores less than 2 addressed in advisement</li> <li>• Repeated issues referred to Candidates Progress Review Committee (CPR)</li> <li>• Dismissal from program in extreme cases</li> </ul>
Senior Survey	Candidates about to complete student teaching	Candidates	Each semester	<ul style="list-style-type: none"> <li>• Provides indirect performance assessment data aligned with CAEP, InTASC and ADEPT Standards</li> </ul>
Alumni Survey		Completers teaching in South Carolina	Each year	<ul style="list-style-type: none"> <li>• Provides indirect performance assessment data aligned with CAEP, InTASC and ADEPT Standards</li> </ul>

Employer Survey	Employers	Employers who hire SOE Alumni and evaluate them for continued or formal licensure	Yearly	<ul style="list-style-type: none"><li>• Direct performance assessment of alumni who are completing transition from induction teaching to formal licensure. Provides substantial performance data aligned with CAEP, InTASC, and ADEPT Standards.</li></ul>
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**Table 3: School of Education Undergraduate Professional Program Assessment Plan Matrix**

Program (SPA)	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5	Assessment 6	Assessment 7
	<b>Content</b>	<b>Content</b>	<b>Ability to Plan Instruction</b>	<b>Student Teaching</b>	<b>Candidate Impact on Student Learning</b>	<b>Required Assessment</b>	<b>Optional Assessment</b>
<b>Early Childhood (NAEYC)</b>	<b>Praxis II</b>	<b>Grades and GPA – Professional Courses</b>	<b>ADEPT Portfolio</b>	<b>ADEPT Summative</b>	<b>Teacher Work Sample</b>	<b>Child Case Study</b>	<b>Parent/family Case Study</b>
<b>Elementary (ACEI)</b>	<b>Praxis II</b>	<b>Grades</b>	<b>ADEPT Exit Portfolio</b>	<b>ADEPT Summative for Elem. Educ.</b>	<b>Teacher Work Sample</b>	<b>Standards of Conduct and Professional Dispositions</b>	<b>Content Knowledge from ADEPT Summative for Elem. Ed.</b>
<b>SPED- LD (CEC)</b>	<b>Praxis II</b>	<b>Summative Evaluation Form</b>	<b>ADEPT Exit Portfolio</b>	<b>ADEPT Summative-</b>	<b>Teacher Work Sample</b>	<b>Case Study</b>	<b>Reflections and Mentor Evaluations</b>
<b>SPED-VI (CEC)</b>	<b>Praxis II</b>						
<b>Middle Level (NASM)</b>	<b>Praxis II</b>	<b>Grades and GPA in content areas</b>	<b>ADEPT Exit Portfolio</b>	<b>ADEPT Summative</b>	<b>Teacher Work Sample</b>	<b>Ethnography Project</b>	
<b>Physical Education (NASPE)</b>	<b>Praxis II</b>	<b>Fitness and Skills Assessment; Course Grades</b>	<b>ADEPT Exit Portfolio</b>	<b>ADEPT Summative</b>	<b>Teacher Work Sample</b>	<b>PETE Internship Summative</b>	
<b>Secondary English (NCTE)</b>	<b>Praxis II</b>	<b>Course Grades</b>	<b>Unit Plan</b>	<b>ADEPT Summative</b>	<b>Teacher Work Sample</b>	<b>English Senior Portfolio</b>	
<b>Secondary Math (NCTM)</b>	<b>Praxis II</b>	<b>Course Grades</b>	<b>Unit Plan Methods Assignment</b>	<b>ADEPT Summative</b>	<b>Teacher Work Sample</b>	<b>Methods Portfolio</b>	
<b>Secondary Science (NSTA)</b>	<b>Praxis II</b>	<b>Course Grades and Content Analysis</b>	<b>Science Unit Plan</b>	<b>ADEPT Summative and Safety Plan</b>	<b>Teacher Work Sample</b>	<b>Professional Knowledge, Skills, Dispositions Assessment</b>	
<b>Secondary Social Studies (NCSS)</b>	<b>Praxis II</b>	<b>Course Grades</b>	<b>Social Studies Unit Plan</b>	<b>ADEPT Summative</b>	<b>Teacher Work Sample</b>	<b>ADEPT Summative for Social Studies</b>	
<b>Spanish (ACTFL)</b>	<b>Praxis II</b>	<b>Senior Portfolio for Spanish Majors</b>	<b>Spanish Unit Plan</b>	<b>ADEPT Summative</b>	<b>Teacher Work Sample</b>	<b>OPI</b>	<b>Student Log with Reflections</b>
<b>Art* (NASAD) *other accrediting agency – not SPA</b>	<b>Praxis II</b>						

## APPENDICES

### Appendix A

#### Alignment of South Carolina's ADEPT Performance Standards with the InTASC Principles

ADEPT: Assisting, Developing, and Evaluating Professional Teaching

InTASC: Interstate New Teacher Assessment and Support Consortium

INTASC	ADEPT
<p><u>Principle 1</u> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.</p>	<p>APS 6: Providing Content for Learners</p>
<p><u>Principle 2</u> The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.</p>	<p>APS 1: Long Range Planning APS 2: Short Range Planning APS 8: Maintaining an Environment that Promotes Learning</p>
<p><u>Principle 3</u> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>APS 1: Long Range Planning APS 2: Short Range Planning APS 8: Maintaining an Environment that Promotes Learning</p>
<p><u>Principle 4</u> The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<p>APS 5: Using Instructional Strategies to Facilitate Learning</p>
<p><u>Principle 5</u> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>APS 4: Establishing and Maintaining High Expectations APS 8: Maintaining an Environment that Promotes Learning APS 9: Managing the Classroom</p>
<p><u>Principle 6</u> The teacher uses knowledge of effective verbal, nonverbal, and media communications techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>APS 4: Establishing and Maintaining High Expectations APS 5: Using Instructional Strategies to Facilitate Learning APS 8: Maintaining an Environment that Promotes Learning</p>

<p><u>Principle 7</u> The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.</p>	<p>APS 1: Long Range Planning APS 2: Short Range Planning</p>
<p><u>Principle 8</u> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure continuous intellectual, social and physical development of the learner</p>	<p>APS 3: Planning Assessments and Using Data APS 7: Monitoring, Assessing, and Enhancing Learning</p>
<p><u>Principle 9</u> The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and action on others and who actively seeks out opportunities to grow professionally</p>	<p>APS 1: Long Range Planning APS 3: Planning Assessments and Using Data APS 7: Monitoring, Assessing, and Enhancing Learning APS 10: Professionalism</p>
<p><u>Principle 10</u> The teacher fosters relationships with school, colleagues, parents, and agencies in the larger community to support student learning and well-being.</p>	<p>APS 4: Establishing and Maintaining High Expectations APS 5: Using Instructional Strategies to Facilitate Learning APS 10: Professionalism</p>

**Appendix B**  
**Rubric for ADEPT Summative Evaluation of Directed Student Teaching**

**Overview**

The ADEPT Directed Teaching Summative Assessment is to be completed by both the cooperating teacher and the university supervisor at the conclusion of each placement. These evaluations are to be discussed with the teacher candidate in a 3-way conference including the cooperating teacher, the university supervisor, and the teacher candidate. Copies of all formal evaluations become a part of the teacher candidate’s permanent file in the USC Upstate School of Education.

<b>Component</b>	<b>InTASC Standards</b>	<b>CAEP Standards</b>	<b>ADEPT Professional Standards</b>	<b>Exemplary (4)</b>	<b>More than Satisfactory (3)</b>	<b>Satisfactory (2)</b>	<b>Unsatisfactory (1)</b>
<b>Unit Planning/ Lesson Planning</b>	1 7 8	1.1 1.3 1.4 1.5	1 2	Lesson plans were consistently well-organized; showed exemplary understanding of students’ abilities & developmental backgrounds; were consistently aligned with research-based based practices. The lesson objectives and goals were consistent with SC standards, showed knowledge and understanding of Bloom’s Taxonomy; consistently included materials, resources, & procedures for assessing and evaluating student progress and achievement.	Lesson plans were generally well organized; showed an understanding of students and their abilities and developmental backgrounds. The lesson objectives and goals were consistent with SC standards and showed knowledge and understanding of Bloom’s Taxonomy. Plans generally also included procedures for assessing and evaluating student progress and achievement.	The candidate developed an overall plan for facilitating student achievement of appropriate curriculum standards.	The candidate did not Demonstrate long-range or short-range planning skills.

Component	InTASC Standards	CAEP Standards	ADEPT Professional Standards	Exemplary (4)	More than Satisfactory (3)	Satisfactory (2)	Unsatisfactory (1)
<b>Assessment of Students</b>	6	1.1 1.4 1.5	3	A variety of formal and informal assessments were consistently used; directly aligned with the standards-based learning objectives; accommodations were consistently used as needed; provided consistent feedback /assistance; consistently showed how instruction met the needs of the students; evaluation criteria consistently allowed for valid reliable interpretations of student performance.	A variety of formal and informal assessments were generally used. Assessments were aligned with the standards-based objectives. Students were generally provided with feedback and assistance. Candidate reflection was noted. Assessments were in keeping with current best practices.	A variety of formal and informal assessments were used. Students were provided with feedback and assistance. Assessments were in keeping with current best practices.	The use of assessments did not adequately reflect or support the instruction. Little or no evidence of evaluation criteria, or interpretation of the assessment results
<b>High Expectations for Learners</b>	1 6 7 8	1.1 1.4 1.5	4	Learning and developmental objectives consistently reflected appropriate curriculum standards, offered appropriately challenging activities for diverse levels; were clearly linked to past /future learning. Expectations were consistently and clearly communicated to students. Activities were consistently designed to foster student responsibility for learning.	The learning and developmental objectives generally reflected appropriate curriculum standards, offered appropriately challenging activities for diverse developmental levels. Expectations were generally clearly communicated to students. Activities were generally designed to foster student responsibility for learning.	The candidate established and communicated the expectations for student learning and participation.	The candidate did not adequately establish, communicate and/or maintain appropriate expectations for students.

<b>Component</b>	<b>InTASC Standards</b>	<b>CAEP Standards</b>	<b>ADEPT Professional Standards</b>	<b>Exemplary (4)</b>	<b>More than Satisfactory (3)</b>	<b>Satisfactory (2)</b>	<b>Unsatisfactory (1)</b>
<b>Instructional Strategies</b>	1 8	1.1 1.4 1.5	5	A variety of effective strategies used consistently; students actively engaged in the learning process; consistently provided opportunities for initial learning, application, practice and review; consistently included both independent and collaborative learning.	The candidate generally used a variety of appropriate strategies effectively; actively engaged students in the learning process; generally provided opportunities for initial learning, application, practice and review; generally included both independent and collaborative learning.	The candidate promoted learning through the effective use of appropriate instructional strategies.	The candidate's selection and/or use of instructional strategies did not adequately facilitate student learning.
<b>Teaching Content to Students</b>	4 5	1.1 1.3	6	Consistently aligned content and curriculum standards/ objectives. Content current, accurate and included all important concepts and/or skills. Used a variety of explanations, demonstrations, and examples; consistently stimulating and appropriately paced.	Generally selected content that was aligned with appropriate curriculum standards and objectives. Content current, accurate; included all important concepts and/or skills; Generally used numerous examples explanations, Presentations were generally stimulating and appropriately paced.	The candidate demonstrated an understanding of the subject matter relative to the appropriate curriculum standards and learning objectives.	The candidate did not provide appropriate and/or adequate content to the students.
<b>Monitoring Student Learning</b>	6	1.1 1.4	7	Consistently used appropriate informal and formal assessments in an effective manner. Assessments were continuous and tapped into various levels of thinking & performance; consistently used the assessments to review, re-teach or extend the learning.	The candidate generally used appropriate informal and formal assessments in an effective manner. Assessments were continuous. The candidate used the assessments to review, re-teach or extend the learning.	The candidate used appropriate assessment to facilitate learning for all students.	The candidate did not effectively use appropriate techniques to monitor and enhance student learning.

<b>Component</b>	<b>InTASC Standards</b>	<b>CAEP Standards</b>	<b>ADEPT Professional Standards</b>	<b>Exemplary (4)</b>	<b>More than Satisfactory (3)</b>	<b>Satisfactory (2)</b>	<b>Unsatisfactory (1)</b>
<b>Classroom Environment</b>	1 2 3	1.1 1.2	8	Created a safe, stimulating, inviting learning environment. Consistently showed confidence and enthusiasm; consistently engaged students actively in a positive environment; Used appropriate extrinsic and intrinsic incentives on a consistent basis.	The candidate created a safe, stimulating and inviting learning environment. The candidate demonstrated both confidence and enthusiasm. Students were engaged in active learning in a positive environment. The use of appropriate extrinsic and intrinsic incentives was noted.	The overall classroom environment supported student learning.	The overall classroom environment and/or climate was not conducive to student learning.
<b>Classroom Management</b>	1 2 3	1.1 1.4	9	Consistently demonstrated ability to establish efficient classroom routines; effectively managed instructional time, materials, resources, technologies and transitions-at all times. Established rules and procedures that consistently maximized appropriate student behaviors; communicated and enforced procedures.	The candidate demonstrated the ability to establish efficient classroom routines. Instructional time, materials, resources, technologies and transitions were effectively managed. Rules and procedures were established, communicated and enforced in ways that maximized appropriate student behaviors.	The candidate effectively managed student behavior, instructional routines and materials and essential non-instructional tasks.	The candidate's management of student behavior, instructional routines and materials, and essential non-instructional tasks significantly compromised the teaching and learning processes.

Component	InTASC Standards	CAEP Standards	ADEPT Professional Standards	Exemplary (4)	More than Satisfactory (3)	Satisfactory (2)	Unsatisfactory (1)
<b>Personal/Professional Development</b>	9 10	1.1 1.2	10	Consistently established, maintained and contributed to collaborative relationships with parents, teachers, teacher candidates, school or district officials; met all professional expectations in an ethical and responsible manner; consistently engaged in continuous professional growth and development.	The candidate established, maintained and contributed to collaborative relationships with parents, other teachers and teacher candidates and school or district officials. The candidate met all professional expectations in an ethical and responsible manner. The candidate engaged in some continuous professional growth and development.	The candidate behaved in an ethical, responsible, self-motivated and ever-learning manner commensurate with the profession.	The candidate did not consistently demonstrate behaviors that are commensurate with professional expectations.

## Appendix C Teacher Work Sample Assignment and Rubrics



### Teacher Work Sample Rubric Unit Wide

*To be completed as part of the Requirements  
during the Directed Teaching Semester*

The following assignments and rubrics have been developed by the faculty at USC Upstate using the materials developed by representatives of the Renaissance Partnership Institutions for The Renaissance Partnership for Improving Teacher Quality Project <http://fp.uni.edu/itq>.

### Contextual Factors

- The purpose of this component is to discuss relevant factors and how they may affect the teaching-learning process. Supports and challenges that affect instruction and student learning should be included.
- A two-page report will be completed for this assignment and must include:
  - **Community, district and school factors.** Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.
  - **Classroom factors.** Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.
  - **Student characteristics.** Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students' skill levels. In your narrative, make sure you address student's skills and prior learning that may influence the development of your learning goals, instruction and assessment.
  - **Instructional implications.** Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit.
- Reports will be assessed using the following:

Contextual Factors Rubric

InTASC Standards	CAEP Standards	ADEPT Professional Standards	Rating → Indicator ↓	3 Indicator Met	2 Indicator Partially Met	1 Indicator Not Met
3 9 10	1.1 1.4	1	Knowledge of Community, School and Classroom Factors	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom
2	1.1 1.4	1	Knowledge of Characteristics of Students	Teacher displays general & specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities).
2	1.1 1.4	1	Knowledge of Students' Varied Approaches to Learning	Teacher displays general & specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.	Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).

1 2	1.1 1.4	1	Knowledge of Students' Skills And Prior Learning	Teacher displays general & specific understanding of students' skills and prior learning that may affect learning.	Teacher displays general knowledge of students' skills and prior learning that may affect learning.	Teacher displays little or irrelevant knowledge of students' skills and prior learning.
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### Learning Goals

- The purpose of this component is to set significant, challenging, varied and appropriate learning goals and to justify learning goals established for the unit.
- A two-page report will be completed for this assignment and must include:
  - **List the learning goals** (not the activities) that will guide the planning, delivery and assessment of your unit. These goals should define what you expect students to know and be able to do at the end of the unit. These goals should be significant (reflect the big ideas or structure of the discipline), challenging, varied and appropriate. Number or code each learning goal so you can reference it later.
  - **Show how the goals are aligned with state standards.** (Identify the source of the standards).
  - **Describe the types and levels of your learning goals.**
  - **Discuss why your learning goals are appropriate in terms of development; pre-requisite knowledge; and other student needs.**
- Reports will be assessed using the following:

Learning Goals Rubric

InTASC Standards	CAEP Standards	ADEPT Professional Standards	Rating → Indicator ↓	3 Indicator Met	2 Indicator Partially Met	1 Indicator Not Met
1 4 7	1.1 1.4	1 2	Significance, Challenge and Variety	Goals reflect several types or levels of learning and are significant and challenging.	Goals reflect several types or levels of learning but lack significance or challenge.	Goals reflect only one type or level of learning.
4 7	1.1 1.4	1 2	Clarity	Most of the goals are clearly stated as learning outcomes.	Some of the goals are clearly stated as learning outcomes.	Goals are not stated clearly and are activities rather than learning outcomes.
1 4 7	1.1 1.4	1	Appropriateness for Students	Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	Some of the goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.
4 7	1.1 1.4 3.4	1	Alignment with State Standards	Most of the goals are explicitly aligned with college-and career-ready state standards.	Some goals are aligned with with college-and career-ready state standards	Goals are not aligned with college-and career-ready state standards.

### Assessment Plan

- The purpose of this component is to design an assessment plan to monitor student progress toward learning goals. Multiple assessment modes and approaches that are aligned with learning goals will be used to assess student learning before, during and after instruction.
- A report will be completed for this assignment and must include:
  - **On overview of the assessment plan.** For each learning goal include: assessments used to judge student performance, format of each assessment, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors. You may use a visual organizer such as a table, outline or other means to make your plan clear.
  - **Describe the pre- and post-assessments that are aligned with your learning goals.** Clearly explain how you will evaluate or score the assessments, including criteria used to determine if the students' performance meets the learning goals. Include copies of assessments and criteria for judging student performance (scoring rubrics, checklists, answer keys, etc.)
  - **Discuss your plan for formative assessment that will help determine student progress during the lesson or unit.** Describe the assessments that you plan to use to check on student progress and predict when you will use them (homework nightly, daily quizzes, etc.)
- Reports will be assessed using the following:

Assessment Plan Rubric

InTASC Standards	CAEP Standards	ADEPT Professional Standards	Rating → Indicator ↓	3 Indicator Met	2 Indicator Partially Met	1 Indicator Not Met
6	1.1 1.4	3	Alignment with Learning Goals and Instruction	Each of the learning goals is assessed though the plan; assessments are congruent with the learning goals in content and cognitive complexity	Some of the learning goals are assessed through the plan, but many are not congruent with learning goals in content and cognitive complexity	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity
6	1.1 1.4	2 3	Clarity of Criteria and Standards for Performance	Assessment criteria are clear and are explicitly linked to the learning goals	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals	The assessments contain no clear criteria for measuring student performance relative to the learning goals
6	1.1 1.4	3	Multiple Modes and Approaches	The assessment plan includes multiple modes and assesses student performance throughout the instructional sequence	The assessment plan includes multiple modes but does not assess student performance throughout the instructional sequence	The assessment plan included only assessment mode and does not assess students before, during and after instruction
6	1.1 1.4	3	Technical Soundness	Assessment appear to be valid; scoring procedures are explained; most items are clearly written; directions and procedures are clear to students	Assessments appear to have some validity. Some scoring procedures are explained; some items are clearly written; some directions are clear to students	Assessment are not valid; scoring procedures are absent or inaccurate; items are poorly written; directions and procedures are confusing to students
6	1.1 1.4	3	Adaptations Based on the Individual Needs of Students	Teacher makes adaptations to assessments that are appropriate to meet the individual need of most students	Teacher makes adaptations to assessments that are appropriate to meet the individual need of some students	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate

### Design for Instruction

- The purpose of this component is to design instruction for specific learning goals, student characteristics and needs, and learning contexts. You will describe how your unit instruction relates to unit goals, students' characteristics and needs and specify learning context.

- A four-page report will be completed for this assignment and must include:
  - **Results of pre-assessment.** After administering the pre-assessment, analyze student performance relative to the learning goals. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each goal. You may use a table, graph, or chart. Describe the pattern you find that will guide your instruction or modification of the learning goals.
  - **Unit overview.** Provide an overview of your unit. Use a visual organizer such as a block plan or outline to make your unit plan clear. Include the topic or activity you are planning for each day/period. Also indicate the goal or goals (coded from your Learning Goals section) that you are addressing in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.
  - **Activities.** Describe at least three unit activities that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity include:
    - how the content relates to your instructional goal(s)
    - how the activity stems from your pre-assessment information and contextual factors
    - what materials/technology you will need to implement the activity, and
    - how you plan to assess student learning during and/or following the activity
  - **Technology.** Describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide clear rationale for its omission.
  
- Reports will be assessed using the following:

Design for Instruction Rubric

InTASC Standards	CAEP Standards	ADEPT Professional Standards	Rating → Indicator ↓	3 Indicator Met	2 Indicator Partially Met	1 Indicator Not Met
4	1.1 1.4	2 4	Alignment with Learning Goals	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.	Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.	Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.
4 5 7	1.1 1.4	6	Accurate Representation of Content	Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.	Teacher's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.	Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.

7	1.1 1.4	2	Lesson and Unit Structure	All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.	The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.	The lessons within the unit are not logically organized (e.g. sequenced).
7 8	1.1 1.4	5	Use of a Variety of Instruction, Activities, Assignments and Resources	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.	Some variety in instruction, activities, assignments or resources but limited contribution to learning.	Little variety of instruction, activities, assignments and resources. Heavy reliance on textbook or single source (worksheets)
2 3 7 8	1.1 1.4	1 5	Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources	Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student	Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.
7	1.5 3.4	5	Technology	Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR teacher provides a strong rationale for not using technology.	Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.	Technology is inappropriately used OR teacher does not use technology, and no rationale is provided

## Classroom Environment

- The purpose of this component is to demonstrate an understanding of individual and group motivation and behavior to create a learning environment that encourages and supports student learning.
- A three to six-page report will be completed for this assignment including a classroom arrangement diagram.
  - **Philosophical statement on your beliefs about classroom management:**
    - Describe what you believe to be your philosophy and teaching style.
    - Include how you will create and maintain a positive affective climate.
    - Include how you will create and maintain a culture of learning.
    - Reference theorists or theories that support your philosophy and teaching style.
  - **Management of transitions:**
    - List examples of transitions that will be used as students move from one activity to another.
  - **Expectations:**
    - List clear expectations for behavior during learning activities.
    - Explain how these expectations will be communicated to students, parents and administrators
  - **Monitoring of student behavior:**
    - Explain how students are monitored during instruction and how students who behave negatively during instruction are managed.
    - Describe techniques to maximize the effectiveness of classroom management.
  - **Classroom arrangement diagram:**
    - Draw a room arrangement map or maps for different types of activities including student seating arrangement, teacher desk, resources, displays, etc.
    - Include a written explanation of your choice of arrangement.
- Reports will be assessed using the following:

Classroom Environment Rubric

InTASC Standards	CAEP Standards	ADEPT Professional Standards	Rating → Indicator ↓	3 Indicator Met	2 Indicator Partially Met	1 Indicator Not Met
3		8	Philosophical statement	Statement includes description of philosophy, teaching style and a clear reference is made to supporting theory or theorists.	Statement includes description of philosophy and teaching style but does not reference supporting theory or theorists.	Statement does not include description of philosophy or teaching style, no reference to supporting theory is made.
3		9	Management of Transitions	Plan lists examples of transitions that will be used in unit activities to create a secure and predictable learning and develop student responsibility.	There is some evidence the transitions between activities have been considered, learning environment has some predictability, and plan encourages limited development of student responsibility.	No considerations for student to transition from one activity to another, learning environment is not predictable creating a sense of insecurity, development of student responsibility is not considered.
3		4	Expectations	Standards of conduct for learning activities are clear with a plan for communication.	Standards of conduct establish behavior expectations, but no plan for communicating standards is included.	Minimal standards of conduct for student behavior, no plan for communicating standards.
3		9	Monitoring of Student Behavior	Plan includes evidence of how students are monitored and managed during instruction and	Plan includes some evidence of how students are monitored and managed during instruction and	Plan has little evidence of how students are monitored and managed during instruction, no

				management techniques are effective and maximize student learning.	some effective techniques for management are included.	effective techniques for management are included
3		8	Classroom Arrangement	Plan includes several room arrangement ideas and a comprehensive explanation of choices.	Plan includes room arrangement ideas but explanation of choices is not comprehensive.	Plan does not include room or student arrangement ideas, does not include a written explanation of arrangement choices.

### Instructional Decision Making

- The purpose of this component is to use on-going analysis of student learning to make instructional decisions and to provide two examples of instructional decision-making based on students' learning or responses.
- A three-page report will be completed for this assignment and must include:
  - **Think of a time during your unit when a student's learning or response caused you to modify your original design for instruction. Cite specific evidence to support your answers to the following:**
    - Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment)
    - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.
  - **Now, think of one more time during your unit when another student's learning or response caused you to modify a different portion of your original design for instruction. Cite specific evidence to support your answers to the following:**
    - Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment)
    - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.
- Reports will be assessed using the following:

Instructional Decision Making Rubric

InTASC Standards	CAEP Standards	ADEPT Professional Standards	Rating → Indicator ↓	3 Indicator Met	2 Indicator Partially Met	1 Indicator Not Met
5 8 9	1.1 1.4	7	Sound Professional Practice	Most instructional decisions are pedagogically sound (i.e. they are likely to lead to student learning)	Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.	Many instructional decisions are inappropriate and not pedagogically sound.
5 8 9	1.1 1.4	7	Modification Based on Analysis of Student Learning	Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.	Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.	Teacher treats class as "one plan fits all" with no modifications
3	1.1 1.4	7	Congruence Between Modifications and Learning Goals	Modifications in instruction are congruent with learning goals.	Modifications in instruction are somewhat congruent with learning goals.	Modifications in instruction lack congruence with learning goals.

5 8 9	1.1 1.4	7	Implications for Future Teaching	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.
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### Analysis of Student Learning

The purpose of this component is for the candidate to use assessment data to profile student learning and communicate information about student progress and achievement. Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning goals. Use visual representation and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusion drawn from this analysis will be provided in the next assignment.

- A four-page report will be completed for this assignment and must include:
  - **Whole class.** To analyze the progress of your whole class, create a table that shows pre- and post-assessment data on every student on every learning goal. Then, create a graphic summary that shows the extent to which your students made progress (from pre to post) toward the learning criterion that you identified for each learning goals. Summarize what the graph tells you about your students' learning in this unit.
  - **Subgroups.** Select a group characteristic (e.g. gender, performance level, socio-economic status, language proficiency) to analyze in terms of **one learning goal**. Provide a rationale for your selection of this characteristic to form subgroups (girls vs. boys; high vs. middle vs. low performers). Create a graphic representation that compares pre- and post-assessment results for the subgroups on this learning goal. Summarize what these data show about student learning.
  - **Individuals.** Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre, formative, and post assessment data with examples of the students' work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this subsection.
  - **Student work examples**
- Reports will be assessed using the following:

Analysis of Student Learning Rubric

InTASC Standards	CAEP Standards	ADEPT Professional Standards	Rating → Indicator ↓	3 Indicator Met	2 Indicator Partially Met	1 Indicator Not Met
			Clarity and Accuracy of Presentation	Presentation is easy to understand and contains no errors of representation.	Presentation is understandable and contains few errors.	Presentation is not clear and accurate; it does not accurately reflect the data.
2 6	1.1 1.4	1 2 3	Alignment with Learning Goals	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.	Analysis of student learning is partially aligned with learning goals and/or fails to provide comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.	Analysis of student learning is not aligned with learning goals.
2 6	1.1 1.4	3	Interpretation of Data	Interpretation is meaningful and appropriate conclusions are drawn from the data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is inaccurate, and conclusions are missing or unsupported by data.
2 6	1.1 1.4	3	Evidence of Impact on Student Learning	Analysis of student learning includes evidence of the impact on student learning in terms of number of students	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students

				who achieved and made progress toward each learning goal.	of students who achieved and made progress toward learning goals.	who achieved and made progress toward learning goals.
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### Reflection and Self Evaluation

The purpose of this component is for the candidate to analyze the relationship between his or her instruction and student learning in order to improve teaching practice. Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

- A two-page report will be completed for this assignment and must include:
  - Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction and assessment along with student characteristics and other contextual factors within your control.
  - Select the learning goals where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction and assessment along with student characteristics and other contextual factors within your control. Discuss what you could do differently or better in the future to improve your students' performance.
  - **Reflection on possibilities for professional development.** Describe at least two professional learning goals that emerged from your insights and experiences with the TWS. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.
  
- Reports will be assessed using the following:

Reflection and Self Evaluation Rubric

InTASC Standards	CAEP Standards	ADEPT Professional Standards	Rating → Indicator ↓	3 Indicator Met	2 Indicator Partially Met	1 Indicator Not Met
6	1.1 1.4	3	Interpretation of Student Learning	Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple hypotheses for why some students did not meet learning goals.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in "Analysis of Student Learning" section.	No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" section.
9	1.1 1.4	3	Insights on Effective Instruction and Assessment	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Provides no rationale for why some activities or assessments were more successful than others.
9	1.1 1.4	3	Alignment Among Goals, Instruction and Assessment	Logically connects learning goals, instruction, and assessment results in	Connect learning goals, instruction, and assessment results in the discussion of student learning and	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction

				the discussion of student learning and effective instruction.	effective instruction, but misunderstandings or conceptual gaps are present.	and/or the connections are irrelevant or inaccurate.
9	1.1 1.4	10	Implications for Future Teaching	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.
9	1.1 1.4	10	Implications for Professional Development	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.

**Appendix D Rubric for ADEPT E-Portfolio**

<b>Component</b>	<b>InTASC Standards</b>	<b>CAEP Standards</b>	<b>ADEPT Professional Standards</b>	<b>Exemplary (4)</b>	<b>More than Satisfactory (3)</b>	<b>Satisfactory (2)</b>	<b>Unsatisfactory (1)</b>
<b>Domain 1 Definition of ADEPT Performance Domain (Comprehension) - Clear Definition</b>	1 6 7	1.1	1 2 3	Candidate demonstrates an exemplary degree of understanding of the domain that includes a clear definition of the domain and it's related APSs in the candidate's own words.	Candidate demonstrates a high degree of understanding of the domain that includes a clear definition of the domain and it's related APSs in the candidate's own words.	Candidate demonstrates a moderate degree of understanding of the domain that includes a clear definition of the domain and it's related APSs.	Candidate demonstrates an insufficient degree of understanding of the domain and/or their definition of the domain and its related APSs are incomplete.
<b>Domain 1 Definition of ADEPT Performance Domain (Comprehension) - Link to Effective Teacher</b>	1 6 7	1.1	1 2 3	Candidate describes in detail the importance of the domain in being an effective teacher in their definition.	Candidate effectively describes the importance of the domain in being an effective teacher in their definition.	Candidate describes the importance of the domain in being an effective teacher in their definition.	Candidate fails to include the importance of the domain in being an effective teacher in their definition.
<b>Domain 1 Definition of ADEPT Performance Domain (Comprehension) - Connections to Research/ Theory</b>	1 6 7	1.1 1.2	1 2 3	Candidate makes clear connections with major theories, people, research, and/or organizations related to the domain.	Candidate makes connections with major theories, people, research, and/or organizations related to the domain.	Candidate makes limited connections with major theories, people, research, and/or organizations related to the domain.	Candidate fails to make connections with major theories, people, research, and/or organizations related to the domain.
<b>Domain 1 Artifact Description - Context</b>	1 6 7	1.1	1 2 3	The candidate includes a detailed description of the context within which the artifact was developed.	The candidate includes a description of the context within which the artifact was developed.	The candidate includes a limited description of the context within which the artifact was developed.	The candidate fails to describe the context within which the artifact was developed.

<b>Component</b>	<b>InTASC Standards</b>	<b>CAEP Standards</b>	<b>ADEPT Professional Standards</b>	<b>Exemplary (4)</b>	<b>More than Satisfactory (3)</b>	<b>Satisfactory (2)</b>	<b>Unsatisfactory (1)</b>
<b>Domain 1 Artifact Description – Process for Artifact Development</b>	1 6 7	1.1	1 2 3	The candidate provides a detailed description of what was read, prepared, completed and/or observed related to the artifact and supporting documents for the artifact.	The candidate provides a description of what was read, prepared, completed and/or observed related to the artifact and supporting documents for the artifact.	The candidate provides a limited description of what was read, prepared, completed and/or observed related to the artifact and supporting documents for the artifact.	The candidate fails to provide a coherent description of what was read, prepared, completed and/or observed related to the artifact and supporting documents for the artifact.
<b>Domain 1 Artifact Description – Connection to Domain</b>	1 6 7	1.1	1 2 3	The candidate's artifact description clearly and thoroughly makes connections between the artifact, domain, and related APSs.	The candidate's artifact description makes connections between the artifact, domain, and related APSs.	The candidate's artifact description makes limited connections between the artifact, domain, and related APSs.	The candidate fails to include connections between the artifact, domain, and related APSs.
<b>Domain 1 Artifact Description - Justification</b>	1 6 7	1.1	1 2 3	The candidate's artifact description includes a strong justification of how the artifact demonstrates the candidate's effectiveness as a teacher.	The candidate's artifact description includes a justification of how the artifact demonstrates the candidate's effectiveness as a teacher.	The candidate's artifact description includes a limited justification of how the artifact demonstrates the candidate's effectiveness as a teacher.	The candidate fails to provide a coherent justification of how the artifact demonstrates the candidate's effectiveness as a teacher.
<b>Domain 1 Reflection - Understanding of the Domain</b>	1 6 7	1.1	1 2 3	The candidate's reflection explains in detail how their understanding of the domain was strengthened through development of this artifact.	The candidate's reflection explains how their understanding of the domain was strengthened through development of this artifact.	The candidate's reflection explains in a limited way how their understanding of the domain was strengthened through development of this artifact.	The candidate's reflection fails to explain how their understanding of the domain was strengthened through development of this artifact.

<b>Component</b>	<b>InTASC Standards</b>	<b>CAEP Standards</b>	<b>ADEPT Professional Standards</b>	<b>Exemplary (4)</b>	<b>More than Satisfactory (3)</b>	<b>Satisfactory (2)</b>	<b>Unsatisfactory (1)</b>
<b>Domain 1 Reflection - Implications for Classroom Practice</b>	1 6 7	1.1	1 2 3	The candidate's reflection includes a strong statement of possible implications for future classroom practice.	The candidate's reflection includes a statement of possible implications for future classroom practice.	The candidate's reflection includes a statement of possible implications for future classroom practice, but lacks the necessary development and specifics.	The candidate fails to include a coherent reflection of possible implications for future classroom practice.

Component	InTASC Standards	CAEP Standards	ADEPT Professional Standards	Exemplary (4)	More than Satisfactory (3)	Satisfactory (2)	Unsatisfactory (1)
<b>Domain 2 Definition of ADEPT Performace Domain (Comprehension) - Clear Definition</b>	1 2 3 4 5 6 8	1.1	4 5 6 7	Candidate demonstrates an exemplary degree of understanding of the domain that includes a clear definition of the domain and it's related APSs in the candidate's own words.	Candidate demonstrates a high degree of understanding of the domain that includes a clear definition of the domain and it's related APSs in the candidate's own words.	Candidate demonstrates a moderate degree of understanding of the domain that includes a clear definition of the domain and it's related APSs.	Candidate demonstrates an insufficient degree of understanding of the domain and/or their definition of the domain and its related APSs are incomplete.
<b>Domain 2 Definition of ADEPT Performace Domain (Comprehension) – Link to Effective Teacher</b>	1 2 3 4 5 6 8	1.1	4 5 6 7	Candidate describes in detail the importance of the domain in being an effective teacher in their definition.	Candidate effectively describes the importance of the domain in being an effective teacher in their definition.	Candidate describes the importance of the domain in being an effective teacher in their definition.	Candidate fails to include the importance of the domain in being an effective teacher in their definition.
<b>Domain 2 Definition of ADEPT Performace Domain (Comprehension) - Connections to Research/ Theory</b>	1 2 3 4 5 6 8	1.1 1.2	4 5 6 7	Candidate makes clear connections with major theories, people, research, and/or organizations related to the domain.	Candidate makes connections with major theories, people, research, and/or organizations related to the domain.	Candidate makes limited connections with major theories, people, research, and/or organizations related to the domain.	Candidate fails to make connections with major theories, people, research, and/or organizations related to the domain.
<b>Domain 2 Artifact Description - Context</b>	1 2 3 4 5 6 8	1.1	4 5 6 7	The candidate includes a detailed description of the context within which the artifact was developed.	The candidate includes a description of the context within which the artifact was developed.	The candidate includes a limited description of the context within which the artifact was developed.	The candidate fails to describe the context within which the artifact was developed.

<b>Component</b>	<b>InTASC Standards</b>	<b>CAEP Standards</b>	<b>ADEPT Professional Standards</b>	<b>Exemplary (4)</b>	<b>More than Satisfactory (3)</b>	<b>Satisfactory (2)</b>	<b>Unsatisfactory (1)</b>
<b>Domain 2 Artifact Description – Process for Artifact Development</b>	1 2 3 4 5 6 8	1.1	4 5 6 7	The candidate provides a detailed description of what was read, prepared, completed and/or observed related to the artifact and supporting documents for the artifact.	The candidate provides a description of what was read, prepared, completed and/or observed related to the artifact and supporting documents for the artifact.	The candidate provides a limited description of what was read, prepared, completed and/or observed related to the artifact and supporting documents for the artifact.	The candidate fails to provide a coherent description of what was read, prepared, completed and/or observed related to the artifact and supporting documents for the artifact.
<b>Domain 2 Artifact Description – Connection to Domain</b>	1 2 3 4 5 6 8	1.1	4 5 6 7	The candidate's artifact description clearly and thoroughly makes connections between the artifact, domain, and related APSs.	The candidate's artifact description makes connections between the artifact, domain, and related APSs.	The candidate's artifact description makes limited connections between the artifact, domain, and related APSs.	The candidate fails to include connections between the artifact, domain, and related APSs.
<b>Domain 2 Artifact Description - Justification</b>	1 2 3 4 5 6 8	1.1	4 5 6 7	The candidate's artifact description includes a strong justification of how the artifact demonstrates the candidate's effectiveness as a teacher.	The candidate's artifact description includes a justification of how the artifact demonstrates the candidate's effectiveness as a teacher.	The candidate's artifact description includes a limited justification of how the artifact demonstrates the candidate's effectiveness as a teacher.	The candidate fails to provide a coherent justification of how the artifact demonstrates the candidate's effectiveness as a teacher.
<b>Domain 2 Reflection - Understanding of the Domain</b>	1 2 3 4 5 6 8	1.1	4 5 6 7	The candidate's reflection explains in detail how their understanding of the domain was strengthened through development of this artifact.	The candidate's reflection explains how their understanding of the domain was strengthened through development of this artifact.	The candidate's reflection explains in a limited way how their understanding of the domain was strengthened through development of this artifact.	The candidate's reflection fails to explain how their understanding of the domain was strengthened through development of this artifact.
<b>Domain 2 Reflection - Implications for Classroom Practice</b>	1 2 3 4 5 6 8	1.1	4 5 6 7	The candidate's reflection includes a strong statement of possible implications for future classroom practice.	The candidate's reflection includes a statement of possible implications for future classroom practice.	The candidate's reflection includes a statement of possible implications for future classroom practice, but lacks the necessary development and specifics.	The candidate fails to include a coherent reflection of possible implications for future classroom practice.

<b>Component</b>	<b>InTASC Standards</b>	<b>CAEP Standards</b>	<b>ADEPT Professional Standards</b>	<b>Exemplary (4)</b>	<b>More than Satisfactory (3)</b>	<b>Satisfactory (2)</b>	<b>Unsatisfactory (1)</b>
<b>Domain 3 Definition of ADEPT Performace Domain (Comprehension) - Clear Definition</b>	2 3	1.1	8 9	Candidate demonstrates an exemplary degree of understanding of the domain that includes a clear definition of the domain and it's related APSs in the candidate's own words.	Candidate demonstrates a high degree of understanding of the domain that includes a clear definition of the domain and it's related APSs in the candidate's own words.	Candidate demonstrates a moderate degree of understanding of the domain that includes a clear definition of the domain and it's related APSs.	Candidate demonstrates an insufficient degree of understanding of the domain and/or their definition of the domain and its related APSs are incomplete.
<b>Domain 3 Definition of ADEPT Performace Domain (Comprehension) – Link to Effective Teacher</b>	2 3	1.1	8 9	Candidate describes in detail the importance of the domain in being an effective teacher in their definition.	Candidate effectively describes the importance of the domain in being an effective teacher in their definition.	Candidate describes the importance of the domain in being an effective teacher in their definition.	Candidate fails to include the importance of the domain in being an effective teacher in their definition.
<b>Domain 3 Definition of ADEPT Performace Domain (Comprehension) - Connections to Research/ Theory</b>	2 3	1.1 1.2	8 9	Candidate makes clear connections with major theories, people, research, and/or organizations related to the domain.	Candidate makes connections with major theories, people, research, and/or organizations related to the domain.	Candidate makes limited connections with major theories, people, research, and/or organizations related to the domain.	Candidate fails to make connections with major theories, people, research, and/or organizations related to the domain.
<b>Domain 3 Artifact Description - Context</b>	2 3	1.1	8 9	The candidate includes a detailed description of the context within which the artifact was developed.	The candidate includes a description of the context within which the artifact was developed.	The candidate includes a limited description of the context within which the artifact was developed.	The candidate fails to describe the context within which the artifact was developed.
<b>Domain 3 Artifact Description – Process for Artifact Development</b>	2 3	1.1	8 9	The candidate provides a detailed description of what was read, prepared, completed and/or observed related to the artifact and supporting documents for the artifact.	The candidate provides a description of what was read, prepared, completed and/or observed related to the artifact and supporting documents for the artifact.	The candidate provides a limited description of what was read, prepared, completed and/or observed related to the artifact and supporting documents for the artifact.	The candidate fails to provide a coherent description of what was read, prepared, completed and/or observed related to the artifact and supporting documents for the artifact.

<b>Component</b>	<b>InTASC Standards</b>	<b>CAEP Standards</b>	<b>ADEPT Professional Standards</b>	<b>Exemplary (4)</b>	<b>More than Satisfactory (3)</b>	<b>Satisfactory (2)</b>	<b>Unsatisfactory (1)</b>
<b>Domain 3 Artifact Description – Connection to Domain</b>	2 3	1.1	8 9	The candidate's artifact description clearly and thoroughly makes connections between the artifact, domain, and related APSs.	The candidate's artifact description makes connections between the artifact, domain, and related APSs.	The candidate's artifact description makes limited connections between the artifact, domain, and related APSs.	The candidate fails to include connections between the artifact, domain, and related APSs.
<b>Domain 3 Artifact Description - Justification</b>	2 3	1.1	8 9	The candidate's artifact description includes a strong justification of how the artifact demonstrates the candidate's effectiveness as a teacher.	The candidate's artifact description includes a justification of how the artifact demonstrates the candidate's effectiveness as a teacher.	The candidate's artifact description includes a limited justification of how the artifact demonstrates the candidate's effectiveness as a teacher.	The candidate fails to provide a coherent justification of how the artifact demonstrates the candidate's effectiveness as a teacher.
<b>Domain 3 Reflection - Understanding of the Domain</b>	2 3	1.1	8 9	The candidate's reflection explains in detail how their understanding of the domain was strengthened through development of this artifact.	The candidate's reflection explains how their understanding of the domain was strengthened through development of this artifact.	The candidate's reflection explains in a limited way how their understanding of the domain was strengthened through development of this artifact.	The candidate's reflection fails to explain how their understanding of the domain was strengthened through development of this artifact.
<b>Domain 3 Reflection - Implications for Classroom Practice</b>	2 3	1.1	8 9	The candidate's reflection includes a strong statement of possible implications for future classroom practice.	The candidate's reflection includes a statement of possible implications for future classroom practice.	The candidate's reflection includes a statement of possible implications for future classroom practice, but lacks the necessary development and specifics.	The candidate fails to include a coherent reflection of possible implications for future classroom practice.

<b>Component</b>	<b>InTASC Standards</b>	<b>CAEP Standards</b>	<b>ADEPT Professional Standards</b>	<b>Exemplary (4)</b>	<b>More than Satisfactory (3)</b>	<b>Satisfactory (2)</b>	<b>Unsatisfactory (1)</b>
<b>Domain 4 Definition of ADEPT Performance Domain (Comprehension) - Clear Definition</b>	9 10	1.1	10	Candidate demonstrates an exemplary degree of understanding of the domain that includes a clear definition of the domain and it's related APSs in the candidate's own words.	Candidate demonstrates a high degree of understanding of the domain that includes a clear definition of the domain and it's related APSs in the candidate's own words.	Candidate demonstrates a moderate degree of understanding of the domain that includes a clear definition of the domain and it's related APSs.	Candidate demonstrates an insufficient degree of understanding of the domain and/or their definition of the domain and its related APSs are incomplete.
<b>Domain 4 Definition of ADEPT Performance Domain (Comprehension) – Link to Effective Teacher</b>	9 10	1.1	10	Candidate describes in detail the importance of the domain in being an effective teacher in their definition.	Candidate effectively describes the importance of the domain in being an effective teacher in their definition.	Candidate describes the importance of the domain in being an effective teacher in their definition.	Candidate fails to include the importance of the domain in being an effective teacher in their definition.
<b>Domain 4 Definition of ADEPT Performance Domain (Comprehension) - Connections to Research/ Theory</b>	9 10	1.1 1.2	10	Candidate makes clear connections with major theories, people, research, and/or organizations related to the domain.	Candidate makes connections with major theories, people, research, and/or organizations related to the domain.	Candidate makes limited connections with major theories, people, research, and/or organizations related to the domain.	Candidate fails to make connections with major theories, people, research, and/or organizations related to the domain.
<b>Domain 4 Artifact Description - Context</b>	9 10	1.1	10	The candidate includes a detailed description of the context within which the artifact was developed.	The candidate includes a description of the context within which the artifact was developed.	The candidate includes a limited description of the context within which the artifact was developed.	The candidate fails to describe the context within which the artifact was developed.
<b>Domain 4 Artifact Description – Process for Artifact Development</b>	9 10	1.1	10	The candidate provides a detailed description of what was read, prepared, completed and/or observed related to the artifact and supporting documents for the artifact.	The candidate provides a description of what was read, prepared, completed and/or observed related to the artifact and supporting documents for the artifact.	The candidate provides a limited description of what was read, prepared, completed and/or observed related to the artifact and supporting documents for the artifact.	The candidate fails to provide a coherent description of what was read, prepared, completed and/or observed related to the artifact and supporting documents for the artifact.

<b>Component</b>	<b>InTASC Standards</b>	<b>CAEP Standards</b>	<b>ADEPT Professional Standards</b>	<b>Exemplary (4)</b>	<b>More than Satisfactory (3)</b>	<b>Satisfactory (2)</b>	<b>Unsatisfactory (1)</b>
<b>Domain 4 Artifact Description – Connection to Domain</b>	9 10	1.1	10	The candidate's artifact description clearly and thoroughly makes connections between the artifact, domain, and related APSs.	The candidate's artifact description makes connections between the artifact, domain, and related APSs.	The candidate's artifact description makes limited connections between the artifact, domain, and related APSs.	The candidate fails to include connections between the artifact, domain, and related APSs.
<b>Domain 4 Artifact Description - Justification</b>	9 10	1.1	10	The candidate's artifact description includes a strong justification of how the artifact demonstrates the candidate's effectiveness as a teacher.	The candidate's artifact description includes a justification of how the artifact demonstrates the candidate's effectiveness as a teacher.	The candidate's artifact description includes a limited justification of how the artifact demonstrates the candidate's effectiveness as a teacher.	The candidate fails to provide a coherent justification of how the artifact demonstrates the candidate's effectiveness as a teacher.
<b>Domain 4 Reflection - Understanding of the Domain</b>	9 10	1.1	10	The candidate's reflection explains in detail how their understanding of the domain was strengthened through development of this artifact.	The candidate's reflection explains how their understanding of the domain was strengthened through development of this artifact.	The candidate's reflection explains in a limited way how their understanding of the domain was strengthened through development of this artifact.	The candidate's reflection fails to explain how their understanding of the domain was strengthened through development of this artifact.
<b>Domain 4 Reflection - Implications for Classroom Practice</b>	9 10	1.1	10	The candidate's reflection includes a strong statement of possible implications for future classroom practice.	The candidate's reflection includes a statement of possible implications for future classroom practice.	The candidate's reflection includes a statement of possible implications for future classroom practice, but lacks the necessary development and specifics.	The candidate fails to include a coherent reflection of possible implications for future classroom practice.
<b>Documents</b>	-	-	-	All documents and artifacts discussed are included in full and are legible, logical, and organized.	Candidate included documents and artifacts discussed in full and they are organized.	Candidate included documents and artifacts discussed.	Candidate failed to include all documents and artifacts discussed
<b>Quality of Writing</b>	-	-	-	Consistently well-written with few, if any errors.	Well-written, with minimal errors.	Satisfactorily written, errors exist but do not interfere with the reader's understanding.	Poorly written; obtrusive errors.

