4.3 Accurately documents in an ongoing manner and reports the effects of various teaching strategies on individual and group student performance relative to content standards through observation of classroom interactions, questioning, and analysis of student work. (CO: 3.4, 5.7)

Detailed criteria related to individual learner performance is included in Standard 4.6

<table>
<thead>
<tr>
<th>Documents</th>
<th>Basic (1.0 - 1.9)</th>
<th>Developing (2.0 - 2.9)</th>
<th>Proficient (3.0 - 3.9)</th>
<th>Advanced (4.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No evidence of recording student performance OR inaccurately records student data; only monitoring may be recording of grades in gradebook</td>
<td>Demonstrates one or more accurate summaries of student performance after teaching a lesson but does not meet the criteria for “Proficient”</td>
<td>Documents student performance on lesson plan and other assignments/tests in an ongoing manner, including the following:</td>
<td>Meets the criteria for “Proficient” and also demonstrates the following:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>a. documents a variety of types of student performance, including quizzes/tests, written work, oral responses (e.g., questioning, presentations), student interactions</td>
<td>a. consistently documents individual student performance in specific area of the curriculum (e.g., specific goals for students with ILPs or IEPs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>b. documents performance of individual and group mastery of lesson plan objectives; disaggregates group information</td>
<td>b. conducts response analysis of student work to identify strengths and needs (requires demonstration of several accurate examples)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>c. accurately summarizes data for individuals and groups (percentcorrect, calculates accurate range and mean/mdn scores)</td>
<td>c. provides data for special purposes such as data collection/observations to identify the behavioral needs of a student</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>d. monitors ongoing performance towards meeting long term objectives (e.g., reading fluency monitoring)</td>
<td></td>
</tr>
</tbody>
</table>

| Displays & Analyzes Data | No evidence OR fails to accurately display ongoing data visually (e.g., line graph or histogram) | Demonstrates one example of accurately visually displaying student learning (e.g., line graph or histogram) | Demonstrates skills at using different strategies to visually display data on student learning by a) utilizing more than one type of visual display (e.g., histogram, line graphy), b) tracking student learning over time, and c) visually displaying group and individual student data | Meets the criteria for “Proficient” and regularly uses a variety of strategies for charting and tracking group and individual student progress |

<p>| Standard 4.3, 1 |</p>
<table>
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<tr>
<th>Displays &amp; Analyzes Data</th>
<th>Assessment plans for how to evaluate student progress would allow teacher to pinpoint individual students' achievement in important areas, as well as to identify achievement of groups; assessments may not be implemented</th>
<th>Assessment plans for monitoring student progress allow teacher to pinpoint individual students' achievement in important areas, as well as to identify achievement of groups; changes in assessments may occur to improve monitoring; monitoring allows teacher to plan flexible groupings for instruction</th>
<th>Provides evidence that s/he is aware, on a lesson-to-lesson basis, of individual student's mastery of objectives AND provides evidence that s/he understands changes that should occur in planning and implementing instruction based on accurate data; all plans may not be consistently implemented</th>
<th>Provides evidence that s/he is aware, on a lesson-to-lesson basis, of individual student's mastery of objectives AND provides evidence that s/he understands changes that should occur in planning and implementing instruction based on accurate data; plans are consistently implemented</th>
<th>Meets all of the criteria for &quot;Proficient&quot; and demonstrates fluency and consistency by meeting these criteria for more than one long term plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reports: Analysis of Student Learning in TWS</td>
<td>Presentation of student learning is clear and accurate and understandable but may contain a few errors</td>
<td>Presentation of student learning is clear and accurate and understandable and contains no errors of representation</td>
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<td>Presentation of student learning is clear and accurate and understandable and contains no errors of representation</td>
<td>Meets the criteria for &quot;Proficient&quot; consistently across several long term goals for students</td>
</tr>
<tr>
<td>Displays &amp; Analyzes Data</td>
<td>No evidence or analysis OR narratives are not clear or accurate (does not accurately reflect the data)</td>
<td>Analysis addresses student learning in terms of mastery of learning goals but fails to provide a comprehensive profile of student learning relative to goals for whole class, subgroups, and 3 individual students</td>
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**Operationalization/Criteria:**

**Guidelines for Admission to Education:** Not evaluated at admission to education
Guidelines for Admission to Student Teaching:
1. Benchmark is that the student plans implements and accurately analyzes daily performance and identifies individual and group needs; able to develop plans to monitor student learning towards long term goals.
2. Benchmark at admission to student teaching is “Developing” on dimensions 1 and 2.

Examples of Evidence: Assessment data for lesson plans and graphs, reports, and narratives explaining student performance, assessment plans for units/mini work samples, lesson reflections

Guidelines for Program Completion/Student Teaching:
1. Required for program completion are ratings of “proficient” on evaluations of the university supervisor.
3. Observe at least three administered lessons to determine ongoing monitoring of performance.
4. Evaluate the TWS in terms of adequacy and thoroughness in ongoing monitoring of student learning.
5. Evaluate both the student records of progress and the follow-up teaching activity (did the student teacher alter plans).
6. Observe student teacher reflections (TWS, lesson plans) for effects of monitoring on teaching plans.
7. Observe range of strategies for plotting and tracking student progress.
8. Observe for monitoring in each domain/teaching area (e.g., writing, reading, social studies).
9. Ask student teacher and cooperating teacher whether administration was typical performance by students/student teacher.
10. If not possible to observe sufficient lessons to determine competence, ask student teacher to tape additional lessons.
11. Observe for the degree to which progress monitoring identifies individual student needs and results in individualization.
12. Consistency = requires fluency/repetition, including documentation of competence in each content area, in summative (portfolio, unit test) and daily plans.

2. Evaluate the TWS for both the quality of assessments, as well as appropriate application, reflection on data, and modifications based on data.
3. Evaluate weekly reflections and other exhibits in portfolio, including other examples of assessments and data.
4. Evaluate reflections/comments in lesson plan book.
8. The OVERALL rating for the standard should be an average of the rating on all dimensions.
9. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: As the teacher implemented her TWS, she developed flexible grouping throughout the unit based on daily lesson plans, and implementing tiered small group instruction (3 tiers) on two separate occasions based on student performance.

Examples of Evidence: TWS assessment plan, results, and report on results/findings; lesson plan book, daily assessment data, lesson plan reflections, grouping data and other data on use of assessments; interview with student about follow ups after data collected

Rationale:

