

**PRAC Report
School of Education
2015-2016**

The School of Education continues to collect data from multiple assessments and surveys to inform the school about the candidates' skills, knowledge and dispositions and the effectiveness of its programs. The following is a report of some of the data collected, analyzed and used by the School of Education during the last academic year.

Attrition, Retention, and Completion

As concerns about teacher shortages continue to be at the forefront of discussion among educators, legislatures, and the public, the School of Education is collecting, analyzing and interrupting data to better understand the retention of students in the teacher education program. The School of Education looked at students admitted to teacher education programs during a given academic year and the number remaining in the program or completing the program the following year. The approach was used because the teacher education programs are completed normally during a student's junior and senior years. The following data reflects the attrition, retention, and completion of students in our teacher education programs for the last three years.

| Attrition-Retention-Completion Rates by Year | | | | | | | | |
|--|-----------|-----------|-----------------|-----------|-----------|------------------|-----------|-----------|
| Attrition Rates | | | Retention Rates | | | Completion Rates | | |
| 2012-2013 | 2013-2014 | 2014-2015 | 2012-2013 | 2013-2014 | 2014-2015 | 2012-2013 | 2013-2014 | 2014-2015 |
| 7% | 8% | 2% | 41% | 47% | 23% | 52% | 45% | 75% |

Analysis of Data

Schools of Education have seen drops in enrollments of the last few years. Although this remains a concern, the data above supports that as the numbers have decreased the percent of students remaining in the program and completing the program within the normal two-year period, has increased significantly. The attrition rate has dropped from 7/8% to 2% and the completion rates

has increased from 45/52% to 75% over the period examined. We will need to continue to examine this type of data as enrollments start to increase.

Assessment of Content Knowledge

Another area of assessment for the School of Education is students' content knowledge in their teaching areas. All teacher candidates in the state of Indiana must successfully pass a licensure test in their content area(s). These tests are aligned with national standards for each of the content areas. The School of Education continues to look at pass rates for these tests but this year also examined average number of attempts before passing and percentage passing on the first attempt for the last three years. During the last three years the state has transitioned from tests from Educational Testing Services (ETS) to Pearson (PS). Therefore there are years when no students from IUPUI took some of the tests.

| Test | Number of Program Completers/ Percent Passing on First Attempt | | | Average Number of Attempts before Passing | | |
|-------------------------------------|---|-----------|-----------|---|-----------|-----------|
| | 2012-2013 | 2013-2014 | 2014-2015 | 2012-2013 | 2013-2014 | 2014-2015 |
| Elementary Education Program | | | | | | |
| ETS-Curr | 20/85% | 3/67% | 1/100% | 1.2 | 1.5 | 1 |
| ETS – Curr | 44/82% | * | * | 1.2 | * | * |
| ETS- Lang Arts | 71/88% | 100/83% | 1/100% | 1.2 | 1.2 | 1 |
| ETS-Math | 71/41% | 100/58% | 1/100% | 2.6 | 2 | 1 |
| ETS- Soc St | 71/69% | 100/61% | 1/100% | 1.5 | 1.8 | 1 |
| ETS- Science | 71/62% | 100/62% | 1/100% | 1.9 | 1.8 | 1 |
| PS – Lang Arts | * | 14/36% | 83/52% | * | 1 | 1.6 |
| PS- Math | * | 14/7% | 82/41% | * | 2.4 | 1.7 |
| PS-Science, Health, PE | * | 14/43% | 82/62% | * | 1 | 1.4 |

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|--|---------|--------|--------|-----|-----|-----|
| PS-Social St., Fine Arts | * | 14/29% | 81/44% | * | 1.2 | 1.7 |
| Secondary English Program | | | | | | |
| ETS-English | 10/90% | 7/86% | * | 1.2 | 1.3 | * |
| ETS-Eng Lang | 11/100% | 19/84% | 8/100% | 1 | 1.2 | 1 |
| PS-English | * | * | 18/78% | * | * | 1.2 |
| Secondary Technology Education Program | | | | | | |
| ETS-Technology | 5/80% | 5/100% | * | 1.3 | 1 | * |
| PS- Engineering, Technology | * | * | 1/100% | * | * | 1 |
| Secondary Mathematics Program | | | | | | |
| ETS-Math | 12/75% | 1/100% | * | 1.4 | 1 | * |
| ETS-Math | 9/100% | 7/100% | 2/50% | 1 | 1 | 1.5 |
| PS- Math | * | * | 6/67% | * | * | 1.4 |
| Secondary Social Studies Program | | | | | | |
| ETS-Soc Studies | 18/89% | 9/100% | * | 1.1 | 1 | * |
| ETS- Soc studies | 8/100% | 5/60% | 1/100% | 1 | 2 | 1 |
| PS-Historical Persp | * | 1/100% | 22/41% | * | 1 | 1.9 |
| All-Grade Physical Education Program | | | | | | |
| ETS-Phy. Ed | 14/86% | 4/100% | 1/100% | 1.2 | 1 | 1 |
| ETS-Phy Ed. | 3/67% | 11/82% | 7/57% | 1.3 | 1.2 | 2.7 |
| All-Grade Visual Arts Program | | | | | | |
| ETS-Art | 15/100% | 7/100% | 1/100% | 1 | 1 | 1 |
| PS-Visual Arts | * | * | 14/93% | * | * | 1 |

| Secondary Science Program | | | | | | |
|--|---------|--------|--------|-----|-----|-----|
| ETS-Biology | 4/100% | * | 1/100% | 1 | * | 1 |
| ETS – Life Sci | | 3/67% | 3/100% | * | 1.3 | 1 |
| ETS-Chemistry | 5/60% | * | * | 1.8 | * | * |
| ETS-Physics | 5/40% | * | * | 6.5 | * | * |
| ETS-Earth Space | 3/67% | 1/100% | * | 1.5 | 1 | * |
| ETS-Earth Space | 1/100% | 1/100% | * | 1 | 1 | * |
| English As A New Language Dual Program | | | | | | |
| ETS-ENL | 6/67% | 3/100% | * | 1.3 | 1 | * |
| PS-English Learners | * | * | 10/50% | * | * | 1.2 |
| Special Education Dual Program | | | | | | |
| ETS-Spec Ed | 5/100% | 4/100% | * | 1 | 1 | * |
| ETS-Spec Ed | 16/100% | 31/90% | * | 1 | 1.1 | * |
| PS-Except Needs | * | 3/67% | 16/88% | * | 1.3 | 1.1 |

Analysis of Data

Caution was taken when analyzing these data. With a “random” sample selected by paying self-selected volunteers \$50 to take a test, Pearson obtained a mean and standard deviation to determine the state cut-off score. After almost two years of using this cutoff score, it was determined by Pearson that only 35% of those taking many of the tests state-wide were passing. Pearson then recalibrated the scoring and a significant increase was seen statewide for passing scores, number of attempts to pass, and number passing on the first attempt. Unfortunately, the data obtained from Pearson did not distinguish between the time periods for the two different methods of calculating the scores.

Overall, IUPUI students did not do as well on Pearson tests as on ETS tests. Elementary major, however, struggle overall with content tests in math, science, and social studies. The School of Education faculty are investigating ways to provide more support for these tests and ways to provide elementary major with more appropriate content classes. The School of Education also recently redesigned the secondary social

studies program to narrow the number of electives and provide students with more focus on the historical topics taught in high schools and middle schools.

Pedagogical Knowledge

Starting in 2013-2014, each student must pass a pedagogical test that is developmentally appropriate prior to licensure.

| Test | Number of Program Completers/ Percent Passing on First Attempt | | Average Number of Attempts before Passing | |
|------------|---|-----------|---|-----------|
| | 2013-2014 | 2014-2015 | 2013-2014 | 2014-2015 |
| Elementary | 52/92% | 87/93% | 1.1 | 1 |
| Secondary | 42/93% | 72/97% | 1.1 | 1 |
| All-Grade | 14/71% | 24/88% | 1.1 | 1 |

Analysis of Data

Elementary and secondary majors have performed well on their respective pedagogical tests with over 90% passing the test on the first attempt for both years of testing. All-grade majors tend to not perform as well on the all-grade pedagogical test. However, the percent of students passing on the first attempt has increased 17 percentage points over the two-year period.

New Benchmark I

Because of changing accreditation requirements, the School of Education is currently designing and implementing common assessments which are used over all teacher education programs. These assessments include Benchmark I used after Block I, a lesson planning assessment used during Block II, a new common student teaching Part A assessment to be used in conjunction with Part B assessments specific to the content licensure area, and a modified Benchmark IV which addresses impact on student learning.

Rubric for Benchmark I

This benchmark is completed by the team of instructors during a meeting at the end of the semester for each student completing Block I. Each student receives feedback on the areas of The Learner and Learning, Content Knowledge, Instructional Practice, Written & Oral Skills, and Professional Responsibilities. The target level for each proficiency is highlighted in blue.

| The Learner and Learning | | | | |
|--|--|--|---|---|
| Proficiencies | Level 1 | Level 2 | Level 3 | Level 4 |
| Understanding of Block Content | Demonstrates serious misconceptions about main ideas taught in the block. | Demonstrates some understanding of the main ideas taught in the blocks but lacks understanding in some key areas | Demonstrates an adequate understanding of the main ideas taught in the block. | Demonstrates a deep and insightful understanding of the main ideas taught in the block. |
| Understanding Learning and Learners InTASC #1 | Does not demonstrate an understanding of learners' differences and the use of this information to support learners' growth | Is aware of learners' differing strengths and needs but struggles using the information to support learners' growth | Is aware of learners' differing strengths and needs and how to use the information to support learners' growth but struggles to take responsibility for that growth | Respects learners' differing strengths and needs and is committed to using this information to further each learner's development. Takes responsibility for promoting learners' growth and development. |
| Believes all Learners Can Achieve InTASC #2 | Does not demonstrate a belief that all learners can achieve at a high level and always views learners from a deficit model | Demonstrate a belief that most learners can achieve but sometimes views learners from a deficit model | Demonstrate a belief that all learners can achieve and does not view learners from a deficit model but does not always persist in helping each learner reach his/her full potential | Believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential |
| Designing Learning Experiences InTASC 2 | Does not demonstrate an ability to design developmentally appropriate learning experiences | Designs developmentally appropriate learning experiences but does not document the learning with artifact of learning or assessment tools. | Teacher candidate designs developmentally appropriate learning experiences and attempts to document student growth | Designs developmentally appropriate learning experiences. Student growth and development is documented with artifacts of learning or assessment tools. |

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| Fostering Communication InTASC 3, | Does not participate in respectful communications with members of the learning community which includes peers and instructors or may interact in a disrespectful manner. | Is a thoughtful and responsive listener and observe but only participates in communications when initiated by others | Seeks to foster some respectful communication with some members of the learning community but does not reach out to all members | Seeks to foster respectful communication among all members of the learning community and is a thoughtful and responsive listener and observer. |
| Content Knowledge | | | | |
| Content Knowledge | Lacks essential content area knowledge. Makes content errors; does not recognize errors made by students. | Displays basic content knowledge; sometimes fails to make connections between and among concepts | Displays solid content knowledge and makes connections among central concepts within the discipline with other disciplines | Displays extensive content knowledge; makes clear and meaningful connections to other concepts and other disciplines. |
| Dispositions Toward Content Knowledge InTASC 4 | Does not demonstrate knowledge of the complexity and culturally situated aspects of the content areas he/she is preparing to teach. Is unaware of possible bias in his/her representations of the discipline | Demonstrates some knowledge of the complexity and culturally situated aspects of the content areas he/she is preparing to teach but does not seem to recognize potential for bias. | Demonstrates adequate knowledge of the complexity and culturally situated aspects of the content areas he/she is preparing to teach and recognizes potential for bias. No evidence that he/she keeps abreast of new ideas and understandings in the field. | Realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field. Recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias. |
| Instructional Practice | | | | |

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| Valuing a Variety of Instructional Strategies InTASC 8 | Only uses 1 or 2 instructional strategies. Inflexible and no evidence of adapting instruction to learners needs | Use a variety of instructional strategies to enhance student learning | Uses a variety of instructional strategies to support student learning. Sometime modifies the teaching process to adapt to students' responses, needs and ideas. | Values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication. Values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs. |
| Building Rapport with Colleagues | Shows little aptitude for building rapport with classroom teachers and students | Attempts to build rapport with teachers or students but struggles to do so with both | Establishes rapport with both teachers and students but often is not the one to take the initiative | Takes the initiative to successfully establish rapport with classroom teachers and students. |
| Involvement In Classroom in the Field | Takes no initiative to become involved in the classroom. Does not become involved even when encouraged | Get involved in the classroom when asked but does not usually take the initiative to do so. | Gets involved when asked and occasionally take some initiative | Take the initiative to get involved in the classroom in a meaningful and productive manner. |
| Patience with Students | Easily frustrated by most students. | Shows patience when working with most students but struggles with a few students | Shows patience when working with students | Shows patience and empathy when working with students |
| Values diversity | Ignores opportunities to bring multiple cultural perspectives to the curriculum | Uses a limited number of individual student experiences to bring some perspectives to the curriculum | Uses cultural diversity and individual student experiences to bring multiple perspectives to the curriculum. | Values and celebrates cultural diversity; uses the community, student experiences and families to provide culturally rich experiences for |

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| Ability to assess student learning InTASC 6 | Struggles to align instruction and assessment with learning goals | Can align instruction to learning goals but does not always align assessment. Struggles to understand how to use assessment results | Can align instruction and assessment with learning goals. Attempts to use assessment but struggles to interpret assessments results | Takes responsibility for aligning instruction and assessment with learning goals. Understands how to interpret and use assessment results |
| Using Technology InTASC 8 | Avoids the use of technology entirely | Uses standards types of technology but does not use in a way to support and promote student learning | Uses new technology but struggles to use it in a way to support and promote student learning | Is committed to exploring how the use of new and emerging technologies can support and promote student learning. |
| Written and Oral Skills | | | | |
| Writing Skills | <p>Writing may show improvement, but the quality is still an area of serious concern.</p> <ul style="list-style-type: none"> ➤ Underdeveloped content. ➤ Language problems. ➤ Underdeveloped organization. ➤ Requires rereading and filling in gaps. ➤ Many mechanical errors. | <p>No major mechanical errors but struggles to express ideas</p> <p>Needs to work on making writing more fluent, concise, and well organized</p> | No major mechanical errors or structural concerns but needs to continue to work on depth of writing | <p>Competent writing.</p> <ul style="list-style-type: none"> ➤ Insightful, solid content. ➤ Appropriate language. ➤ Good organization. ➤ Fluent. ➤ Concise. ➤ Few mechanical errors. |
| Oral Skills | Speaks in a nonstandard dialect when it would be more appropriate to model standard English and/or has trouble expressing ideas clearly when speaking. | Models standard English when speaking but struggles to express ideas clearly when speaking Does not always speak in a | Models standard English when speaking but struggles to express ideas clearly when speaking Does speak in a clear and easily heard voice | Models standard English when speaking. Expresses ideas clearly when speaking and speaks in a clear and easily heard voice |

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| | | clear and easily heard voice | | |
| Professional Responsibility | | | | |
| Thoughtful & Responsive listener | Does not demonstrates the ability to thoughtfully listen & respond to other's insights, needs, & concerns, e.g. asks questions, summarizes points, etc. | Struggles to demonstrate the ability to thoughtfully listen & respond to other's insights, needs, & concerns, e.g. asks questions, summarizes points, etc. | Usually demonstrates the ability to thoughtfully listen & respond to other's insights, needs, & concerns, e.g. asks questions, summarizes points, etc. | Consistently demonstrates the ability to thoughtfully listen & respond to other's insights, needs, & concerns, e.g. asks questions, summarizes points, etc. |
| Critical Thinking Skills | Consistently does all or almost all of the following: Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others. Fails to identify or hastily dismisses salient arguments (reasons and claims) pro and con. Ignores or superficially evaluates obvious alternative points of view Argues using fallacious or irrelevant reasons, | Does most or many of the following: Misinterprets evidence, statements, graphics, questions, etc. Fails to identify salient arguments (reasons and claims) pro and con. Ignores or superficially evaluates obvious alternative points of view. Justifies few results or procedures, seldom explains reasons. Regardless of the evidence or reasons maintains or defends views based on self-interest or preconceptions. | Does most or many of the following: Accurately interprets evidence, statements, graphics, questions, etc. Identifies relevant arguments (reasons and claims) pro and con. Offers analyses and evaluations of obvious alternative points of view. Justifies some results or procedures, explains reasons. Fairmindedly follows where evidence and reasons lead. | Consistently does all or almost all of the following: Accurately interprets evidence, statements, graphics, questions, etc. Identifies the salient arguments (reasons and claims) pro and con. Thoughtfully analyzes and evaluates major alternative points of view. Draws warranted, judicious, non-fallacious conclusions. Justifies key results and procedures, explains assumptions and reasons. Fair-mindedly follows where evidence and reasons lead. |

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| | and unwarranted claims. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions. Exhibits close-mindedness or hostility to reason. | | | |
| Reflective | Does not demonstrate a willingness to suspend initial judgments, be receptive of a critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, makes connections to previous reading/courses/experience, etc. | Struggles to demonstrate a willingness to suspend initial judgments, be receptive of a critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, makes connections to previous reading/courses/experience, etc. | Usually willing to suspend initial judgments, receptive of a critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, makes connections to previous reading/courses/experience, etc. | Consistently willing to suspend initial judgments, receptive of a critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, makes connections to previous reading/courses/experience, etc. |
| Cultural Awareness InTASC 9 | Fails to incorporate a broad perception of cultural & social diversity. Fails to communicate the owner's insight and ownership of a personal | Incorporates a perception of cultural & social diversity and occasionally communicates the owner's insight and ownership of a personal meaning of diversity (avoiding | Adequately incorporates a broad perception of cultural & social diversity and communicates the owner's insight and ownership of a personal meaning of diversity (avoiding clichés). | Is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on |

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| | meaning of diversity (avoiding clichés). Fails to demonstrate personal growth and/or a commitment to the positive practice of diversity in everyday life. | clichés). Does not demonstrate demonstrates both personal growth and a commitment to the positive practice of diversity in everyday life. Shows some acceptance of differing attitudes related to diversity in everyday life | Demonstrates both personal growth and a commitment to the positive practice of diversity in everyday life. Shows some acceptance of differing attitudes related to diversity in everyday life | expectations for and relationships with learners and their families. Sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. |
| Professional Growth InTASC 10 | Does not demonstrate a commitment to continuous learning including curiosity, creativity and flexibility | Attempts to demonstrates a commitment to continuous learning but does not including curiosity, creativity and/or flexibility | Demonstrates a commitment to continuous learning including curiosity, creativity and flexibility | Takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning. Embraces the challenge of continuous improvement and change. |
| Respectfulness | Does not show due courtesy & consideration for people & ideas nor demonstrates sensitivity with respect to language use with peers and instructors | Occasionally does not show due courtesy & consideration for people & ideas or does not demonstrates sensitivity with respect to language use with peers and/or instructors | Usually shows due courtesy & consideration for people & ideas; demonstrates sensitivity with respect to language use | Is aware and always shows due courtesy & consideration for people & ideas and demonstrates sensitivity with respect to language used with peers and instructors |
| Attitude | Has the tendency to be negative and/or blames problems on others. | Sometimes demonstrates a caring, cooperative, and respectful attitude toward others Sometimes demonstrates safe behavior but occasionally demonstrates a negative | Demonstrates a caring, cooperative, and respectful attitude toward others Demonstrates safe behavior Does not blames others for problems but struggles to be | Demonstrates a caring, cooperative, and respectful attitude toward others Focuses on the positive under challenging circumstances. |

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| | | attitude and/or blames others | positive under challenging circumstances | |
| Ability to s Self a Assess | Misjudges personal strengths or weaknesses when self-assessing. Little self-disclosure, minimal risk in connecting concepts from class to personal experiences Self-disclosure tends to be superficial and factual, without self reflection | Struggles to understand concepts but exams somewhat cautiously own experiences in the past as they relate to the topic. Sometimes defensive or one-sided in analysis Does not ask probing questions about self | Seeks to understand concepts by examining openly own experiences in the past as they relate to the topic, to illustrate points you are making. Demonstrates an open, non-defensive ability to self-appraise discussing both growth and frustration as they related to learning in class Struggles to ask probing questions about self and struggles seeking to answer these | Seeks to understand concepts by examining openly own experiences in the past as they relate to the topic, to illustrate points you are making. Demonstrates an open, non-defensive ability to self-appraise discussing both growth and frustration as they related to learning in class Risk asking probing questions about self and seeks to answer these, Accurately judges personal strengths or weaknesses when self-assessing |
| Response to Feedback | Does not view constructive feedback and situations maturely nor analyze feedback and makes appropriate adjustments Defensive toward feedback and blames others for problems | Struggles to view constructive feedback and situations maturely Does not analyze feedback and makes appropriate adjustments | Usually views constructive feedback and situations maturely; Attempts to analyze feedback and makes appropriate adjustments | Consistently views constructive feedback and situations maturely; analyzes feedback and makes appropriate adjustments |

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| Attentiveness | Frequently inattentive in class and is involved in activities that affect the attention of others. (sidebar, etc) | Frequently inattentive in class but does not affect the attention of others | Attentive during most class activities and discussion | Attentive during class activities and discussions. |
| Participation | Students rarely take an active role in their own learning. They often do not participate and rarely share ideas or ask questions. These students display poor listening skills, and they may be intolerant of the opinions of others. As a result of being unprepared for or disengaged from class, these students often refuse to offer ideas even when called upon. These students are more of a liability than an asset to the overall progress of the class. | Sometimes take an active role in their own learning, sharing relevant ideas and asking appropriate questions. Although reluctant to take risks, they contribute occasionally to class discussions. These students listen to their classmates and respect their opinions. Their contributions are usually informed by preparation, although occasionally they are caught unprepared. They may need occasional reminders to stay on task, make the most of class time, and to increase their level of commitment to the course. | Consistently take an active role in their own learning. They participate regularly in class discussions and frequently volunteer their ideas, ask thoughtful questions, and defend opinions. They listen respectfully to their classmates and are willing to share ideas as a results of having completed assignments. | Takes a voluntary, thoughtful, and active role in their own learning, challenging themselves on a daily basis. They initiate discussions and ask significant questions. Their contributions always demonstrate careful preparation and thoughtful listening. Contributions are insightful and make a positive contribution. |
| Preparedness for class/Field | Rarely, if ever, well prepared for class; e.g., evidence of completed reading/assignments and engagement of reading materials - written notes, questions, other responsibilities Does | Occasionally well prepared for class/; e.g., evidence of completed reading/assignments and engagement of reading materials - written notes, questions, other responsibilities Does not | Usually well prepared for class/; e.g., evidence of completed reading/assignments and engagement of reading materials - written notes, questions, other responsibilities Comes to field | Consistently well prepared for class/ e.g., evidence of completed reading/assignments and engagement of reading materials - written notes, questions, other responsibilities Comes to |

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|--------------------|---|--|---|--|
| | not come to field prepared | come to field prepared | prepared | field well prepared |
| Attendance | Misses 3 or more days worth of classes. | | | Attends class regularly. |
| Being on Time | Numerous tardies/early departures | Several tardies/early departures | Few tardies/early departures | Timely and consistent presence in class/school |
| Work Habits | Regularly turns in late assignments. Does not correspond with instructor about lateness Makes little effort to make up work. | Turns in some late assignments Does correspond with instructor about lateness Turn in assignments more than a 1 week late | Turns in some late assignments Does correspond with instructor about lateness Takes responsibility for making up work. | Meets deadlines. |
| Management Skills | Lacks time management skills resulting in a negative impact on learning, academic performance, and/or professionalism | Struggles with time management skills at times resulting in a negative impacts on learning, academic performance, and/or professionalism | Struggles with time management skills at times but it does not have a negative impact on learning, academic performance, and/or professionalism | Has good time management skills. |
| Professional Dress | Grooming or dress is often inappropriate. | Dress acceptable but not always professional | Dress appropriate but not always professional | Neatly, appropriately dressed in a professional manner |

Benchmark I Data – Spring 2016 – Pilot

| | The Learner and Learning | | | | |
|--|--------------------------|---------|---------|---------|---------|
| Proficiencies | Programs | Level 1 | Level 2 | Level 3 | Level 4 |
| Understanding of Block Content | Elementary | 1 | 0 | 25 | 0 |
| | Sec. English | 0 | 0 | 2 | 0 |
| | Sec. Math | 0 | 0 | 1 | 0 |
| | Sec Social Studies | 0 | 0 | 10 | 0 |
| | All-grade PE | 0 | 0 | 5 | 0 |
| | All-grade Visual Art | 0 | 0 | 3 | 0 |
| Understanding Learning and Learners InTASC #1 | Elementary | 1 | 0 | 25 | 0 |
| | Sec. English | 0 | 0 | 2 | 0 |
| | Sec. Math | 0 | 0 | 1 | 0 |
| | Sec Social Studies | 0 | 0 | 10 | 0 |
| | All-grade PE | 0 | 0 | 5 | 0 |
| | All-grade Visual Art | 0 | 0 | 3 | 0 |
| Believes all Learners Can Achieve InTASC #2 | Elementary | 0 | 1 | 25 | 0 |
| | Sec. English | 0 | 0 | 2 | 0 |
| | Sec. Math | 0 | 0 | 1 | 0 |
| | Sec Social Studies | 0 | 0 | 10 | 0 |
| | All-grade PE | 1 | 0 | 4 | 0 |
| | All-grade Visual Art | 0 | 0 | 3 | 0 |
| Designing Learning Experiences InTASC 2 | Elementary | 0 | 1 | 25 | 0 |
| | Sec. English | * | * | * | * |
| | Sec. Math | * | * | * | * |
| | Sec Social Studies | * | * | * | * |
| | All-grade PE | * | * | * | * |
| | All-grade Visual Art | * | * | * | * |
| Fostering Communication InTASC 3, | Elementary | 1 | 0 | 25 | 0 |
| | Sec. English | 0 | 0 | 2 | 0 |
| | Sec. Math | 0 | 0 | 1 | 0 |

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|---|-------------------------------|---|---|----|---|
| | Sec Social Studies | 0 | 0 | 10 | 0 |
| | All-grade PE | 0 | 0 | 5 | 0 |
| | All-grade Visual Art | 0 | 0 | 3 | 0 |
| | Content Knowledge | | | | |
| Content Knowledge | Elementary | 1 | 0 | 25 | 0 |
| | Sec. English | 0 | 0 | 2 | 0 |
| | Sec. Math | 0 | 0 | 1 | 0 |
| | Sec Social Studies | 0 | 0 | 10 | 0 |
| | All-grade PE | 0 | 0 | 5 | 0 |
| | All-grade Visual Art | 0 | 0 | 3 | 0 |
| Dispositions Toward Content Knowledge InTASC 4 | Elementary | 1 | 0 | 25 | 0 |
| | Sec. English | 0 | 0 | 2 | 0 |
| | Sec. Math | 0 | 1 | 0 | 0 |
| | Sec Social Studies | 0 | 0 | 10 | 0 |
| | All-grade PE | 0 | 1 | 4 | 0 |
| | All-grade Visual Art | 0 | 0 | 3 | 0 |
| | Instructional Practice | | | | |
| Valuing a Variety of Instructional Strategies InTASC 8 | Elementary | 1 | 0 | 25 | 0 |
| | Sec. English | * | * | * | * |
| | Sec. Math | * | * | * | * |
| | Sec Social Studies | * | * | * | * |
| | All-grade PE | * | * | * | * |
| | All-grade Visual Art | * | * | * | * |
| | Elementary | 1 | 0 | 25 | 0 |
| | Sec. English | * | * | * | * |

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| Building Rapport with Colleagues | Sec. Math | * | * | * | * |
| | Sec Social Studies | * | * | * | * |
| | All-grade PE | * | * | * | * |
| | All-grade Visual Art | * | * | * | * |
| Involvement In Classroom in the Field | Elementary | 0 | 1 | 25 | 0 |
| | Sec. English | * | * | * | * |
| | Sec. Math | * | * | * | * |
| | Sec Social Studies | * | * | * | * |
| | All-grade PE | * | * | * | * |
| | All-grade Visual Art | * | * | * | * |
| Patience with Students | Elementary | 0 | 0 | 26 | 0 |
| | Sec. English | * | * | * | * |
| | Sec. Math | * | * | * | * |
| | Sec Social Studies | * | * | * | * |
| | All-grade PE | * | * | * | * |
| | All-grade Visual Art | * | * | * | * |
| Values diversity | Elementary | 0 | 1 | 25 | 0 |
| | Sec. English | * | * | * | * |
| | Sec. Math | * | * | * | * |
| | Sec Social Studies | * | * | * | * |
| | All-grade PE | * | * | * | * |
| | All-grade Visual Art | * | * | * | * |
| Ability to assess student learning InTASC 6 | Elementary | 1 | 0 | 25 | 0 |
| | Sec. English | * | * | * | * |
| | Sec. Math | * | * | * | * |
| | Sec Social Studies | * | * | * | * |
| | All-grade PE | * | * | * | * |
| | All-grade Visual Art | * | * | * | * |
| Using Technology InTASC 8 | Elementary | 0 | 1 | 25 | 0 |
| | Sec. English | * | * | * | * |
| | Sec. Math | * | * | * | * |
| | Sec Social Studies | * | * | * | * |
| | All-grade PE | * | * | * | * |
| | All-grade Visual Art | * | * | * | * |

| | Written and Oral Skills | | | | |
|----------------------------------|------------------------------------|---|---|----|----|
| Writing Skills | Elementary | 1 | 0 | 0 | 25 |
| | Sec. English | 0 | 0 | 1 | 1 |
| | Sec. Math | 0 | 1 | 0 | 0 |
| | Sec Social Studies | 0 | 2 | 1 | 7 |
| | All-grade PE | 0 | 0 | 1 | 4 |
| | All-grade Visual Art | 0 | 0 | 0 | 3 |
| Oral Skills | Elementary | 0 | 0 | 1 | 25 |
| | Sec. English | 0 | 0 | 0 | 2 |
| | Sec. Math | 0 | 0 | 0 | 1 |
| | Sec Social Studies | 0 | 0 | 0 | 10 |
| | All-grade PE | 0 | 0 | 0 | 5 |
| | All-grade Visual Art | 0 | 0 | 0 | 3 |
| | Professional Responsibility | | | | |
| Thoughtful & Responsive listener | Elementary | 0 | 1 | 24 | 1 |
| | Sec. English | 0 | 0 | 2 | 0 |
| | Sec. Math | 0 | 0 | 1 | 0 |
| | Sec Social Studies | 0 | 0 | 10 | 0 |
| | All-grade PE | 0 | 1 | 4 | 0 |
| | All-grade Visual Art | 0 | 0 | 3 | 0 |
| Critical Thinking Skills | Elementary | 0 | 1 | 24 | 1 |
| | Sec. English | 0 | 0 | 2 | 0 |

| | | | | | |
|--------------------------------|----------------------|---|---|----|---|
| | Sec. Math | 0 | 1 | 0 | 0 |
| | Sec Social Studies | 0 | 0 | 10 | 0 |
| | All-grade PE | 0 | 1 | 4 | 0 |
| | All-grade Visual Art | 0 | 0 | 3 | 0 |
| Reflective | Elementary | 0 | 3 | 23 | 0 |
| | Sec. English | 0 | 0 | 2 | 0 |
| | Sec. Math | 0 | 0 | 1 | 0 |
| | Sec Social Studies | 0 | 0 | 10 | 0 |
| | All-grade PE | 0 | 0 | 4 | 1 |
| | All-grade Visual Art | 0 | 0 | 2 | 1 |
| Cultural Awareness InTASC 9 | Elementary | 0 | 1 | 21 | 4 |
| | Sec. English | 0 | 0 | 2 | 0 |
| | Sec. Math | 0 | 0 | 1 | 0 |
| | Sec Social Studies | 0 | 0 | 9 | 1 |
| | All-grade PE | 0 | 2 | 3 | 0 |
| | All-grade Visual Art | 0 | 0 | 3 | 0 |
| | Elementary | 1 | 0 | 25 | 0 |
| | Sec. English | 0 | 0 | 2 | 0 |

| | | | | | |
|----------------------------------|----------------------|---|---|----|---|
| Professional Growth InTASC 10 | Sec. Math | 0 | 0 | 1 | 0 |
| | Sec Social Studies | 0 | 0 | 9 | 1 |
| | All-grade PE | 0 | 0 | 5 | 0 |
| | All-grade Visual Art | 0 | 0 | 2 | 1 |
| Respectfulness | Elementary | 0 | 1 | 25 | 0 |
| | Sec. English | 0 | 0 | 2 | 0 |
| | Sec. Math | 0 | 0 | 1 | 0 |
| | Sec Social Studies | 0 | 0 | 9 | 1 |
| | All-grade PE | 0 | 0 | 5 | 0 |
| | All-grade Visual Art | 0 | 0 | 3 | 0 |
| Attitude | Elementary | 0 | 0 | 24 | 2 |
| | Sec. English | 0 | 0 | 2 | 0 |
| | Sec. Math | 0 | 0 | 1 | 0 |
| | Sec Social Studies | 0 | 0 | 9 | 1 |
| | All-grade PE | 0 | 1 | 4 | 0 |
| | All-grade Visual Art | 0 | 0 | 3 | 0 |
| Ability to Self Assess | Elementary | 1 | 0 | 22 | 3 |
| | Sec. English | 0 | 0 | 2 | 0 |
| | Sec. Math | 0 | 0 | 1 | 0 |
| | Sec Social Studies | 0 | 0 | 9 | 1 |
| | All-grade PE | 0 | 0 | 5 | 0 |

| | | | | | |
|----------------------|----------------------|---|---|----|----|
| | All-grade Visual Art | 0 | 0 | 3 | 0 |
| Response to Feedback | Elementary | 1 | 0 | 25 | 0 |
| | Sec. English | 0 | 0 | 2 | 0 |
| | Sec. Math | 0 | 0 | 1 | 0 |
| | Sec Social Studies | 0 | 0 | 9 | 1 |
| | All-grade PE | 0 | 0 | 5 | 0 |
| | All-grade Visual Art | 0 | 0 | 3 | 0 |
| Attentiveness | Elementary | 0 | 0 | 25 | 1 |
| | Sec. English | 0 | 0 | 2 | 0 |
| | Sec. Math | 0 | 0 | 1 | 0 |
| | Sec Social Studies | 0 | 1 | 9 | 0 |
| | All-grade PE | 0 | 0 | 5 | 0 |
| | All-grade Visual Art | 0 | 0 | 3 | 0 |
| Participation | Elementary | 0 | 1 | 23 | 2 |
| | Sec. English | 0 | 0 | 2 | 0 |
| | Sec. Math | 0 | 0 | 1 | 0 |
| | Sec Social Studies | 0 | 0 | 9 | 1 |
| | All-grade PE | 0 | 1 | 4 | 0 |
| | All-grade Visual Art | 0 | 1 | 2 | 0 |
| | Elementary | 1 | 1 | 3 | 21 |

| | | | | | |
|------------------------------|----------------------|---|---|---|----|
| Preparedness for class/Field | Sec. English | 0 | 0 | 0 | 2 |
| | Sec. Math | 0 | 0 | 0 | 1 |
| | Sec Social Studies | 0 | 3 | 6 | 1 |
| | All-grade PE | 0 | 0 | 5 | 0 |
| | All-grade Visual Art | 0 | 0 | 3 | 0 |
| Attendance | Elementary | 2 | 0 | 1 | 23 |
| | Sec. English | 0 | 0 | 0 | 2 |
| | Sec. Math | 0 | 0 | 0 | 1 |
| | Sec Social Studies | 0 | 0 | 3 | 7 |
| | All-grade PE | 0 | 0 | 0 | 5 |
| | All-grade Visual Art | 0 | 0 | 0 | 3 |
| Being on Time | Elementary | 1 | 0 | 2 | 23 |
| | Sec. English | 0 | 0 | 0 | 2 |
| | Sec. Math | 0 | 0 | 0 | 1 |
| | Sec Social Studies | 0 | 0 | 0 | 10 |
| | All-grade PE | 0 | 0 | 0 | 5 |
| | All-grade Visual Art | 0 | 0 | 0 | 3 |
| Work Habits | Elementary | 2 | 0 | 5 | 19 |

| | | | | | |
|--------------------|----------------------|---|---|---|----|
| | Sec. English | 0 | 0 | 1 | 1 |
| | Sec. Math | 0 | 0 | 0 | 1 |
| | Sec Social Studies | 0 | 1 | 3 | 8 |
| | All-grade PE | 0 | 0 | 0 | 5 |
| | All-grade Visual Art | 0 | 0 | 0 | 3 |
| Management Skills | Elementary | 1 | 2 | 3 | 20 |
| | Sec. English | 0 | 0 | 0 | 2 |
| | Sec. Math | 0 | 0 | 0 | 1 |
| | Sec Social Studies | 0 | 1 | 0 | 9 |
| | All-grade PE | 0 | 0 | 0 | 5 |
| | All-grade Visual Art | 0 | 0 | 0 | 4 |
| Professional Dress | Elementary | 0 | 0 | 1 | 25 |
| | Sec. English | 0 | 0 | 0 | 2 |
| | Sec. Math | 0 | 0 | 0 | 1 |
| | Sec Social Studies | 1 | 0 | 0 | 9 |
| | All-grade PE | 0 | 0 | 0 | 5 |
| | All-grade Visual Art | 0 | 0 | 0 | 4 |