

2017-2018 Lesson Planning Data

Group Name	Rubric Criteria	DRF Name	N	Average	Overall
1. Contextual Factors and Student Learning Adaptations	2. B. Contextual Factors and Student Learning Adaptations The Student Teacher	BACH-ECE	7	3.67	
10. Higher Order Thinking	Higher Order Thinking	BACH-ECE	7	3.56	
11. Significance of Learning Objectives	Significance of Learning Objectives	BACH-ECE	7	3.89	
12. Multiple Teaching/Learning Strategies	Multiple Teaching/Learning Strategies: The Student Teacher uses a variety of	BACH-ECE	7	3.67	
13. Active Inquiry	Active Inquiry: The Student Teacher understands central concepts, tools of inquiry,	BACH-ECE	7	3.56	
14. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Student Teacher understands how	BACH-ECE	7	3.56	
15. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Student Teacher understands how	BACH-ECE	7	3.67	
16. Technology	Technology: The Student Teacher uses media communication techniques to support	BACH-ECE	7	3.67	
17. Integration Across And Integration Within Content Fields	C.1 Integration Across and Integration Within Content Fields	BACH-ECE	7	3.44	
18. Integration of Critical Thinking Strategies	C.2 Integration of Critical Thinking Strategies	BACH-ECE	7	3.56	
19. Integration of Literacy Strategies	C.3 Integration of Literacy Strategies	BACH-ECE	7	3.33	
2. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-ECE	7	3.33	
3. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-ECE	7	3.44	
4. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-ECE	7	3.33	
5. Evaluation of Instruction	5.B Evaluation of Instruction (Observation of Instruction Forms)	BACH-ECE	7	3.89	
6. Evaluation of Instruction	5.B Evaluation of Instruction (Observation of Instruction Forms)	BACH-ECE	7	4	
7. Reflection on Instruction	5.C Reflection on Instruction	BACH-ECE	7	3.56	

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8. Reflection on Instruction	5.C Reflection on Instruction	BACH-ECE	7	3.22
9. Alignment to State and Professional Standards	Alignment to Common Core, state and professional standards	BACH-ECE	7	3.89
1. Contextual Factors and Student Learning Adaptations	2. B. Contextual Factors and Student Learning Adaptations The Student Teacher	BACH-ELEM	10	3.74
10. Higher Order Thinking	Higher Order Thinking	BACH-ELEM	10	3.42
11. Significance of Learning Objectives	Significance of Learning Objectives	BACH-ELEM	10	3.89
12. Multiple Teaching/Learning Strategies	Multiple Teaching/Learning Strategies: The Student Teacher uses a variety of	BACH-ELEM	10	3.63
13. Active Inquiry	Active Inquiry: The Student Teacher understands central concepts, tools of inquiry,	BACH-ELEM	10	3.53
14. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Student Teacher understands how	BACH-ELEM	10	3.37
15. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Student Teacher understands how	BACH-ELEM	10	3.47
16. Technology	Technology: The Student Teacher uses media communication techniques to support	BACH-ELEM	10	3.42
17. Integration Across And Integration Within Content Fields	C.1 Integration Across and Integration Within Content Fields	BACH-ELEM	10	3.21
18. Integration of Critical Thinking Strategies	C.2 Integration of Critical Thinking Strategies	BACH-ELEM	10	3.16
19. Integration of Literacy Strategies	C.3 Integration of Literacy Strategies	BACH-ELEM	10	3.42
2. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-ELEM	10	3.95
3. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-ELEM	10	3.47
4. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-ELEM	10	3.63
5. Evaluation of Instruction	5.B Evaluation of Instruction (Observation of Instruction Forms)	BACH-ELEM	10	3.95
6. Evaluation of Instruction	5.B Evaluation of Instruction (Observation of Instruction Forms)	BACH-ELEM	10	3.95

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7. Reflection on Instruction	5.C Reflection on Instruction	BACH-ELEM	10	3.63
8. Reflection on Instruction	5.C Reflection on Instruction	BACH-ELEM	10	3.26
9. Alignment to State and Professional Standards	Alignment to Common Core, state and professional standards	BACH-ELEM	10	3.63
1. Contextual Factors and Student Learning Adaptations	2. B. Contextual Factors and Student Learning Adaptations The Student Teacher	BACH-HPE	2	3
10. Higher Order Thinking	Higher Order Thinking	BACH-HPE	2	3.5
11. Significance of Learning Objectives	Significance of Learning Objectives	BACH-HPE	2	4
12. Multiple Teaching/Learning Strategies	Multiple Teaching/Learning Strategies: The Student Teacher uses a variety of	BACH-HPE	2	3
13. Active Inquiry	Active Inquiry: The Student Teacher understands central concepts, tools of inquiry,	BACH-HPE	2	3.5
14. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Student Teacher understands how	BACH-HPE	2	3.5
15. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Student Teacher understands how	BACH-HPE	2	3.5
16. Technology	Technology: The Student Teacher uses media communication techniques to support	BACH-HPE	2	3
17. Integration Across And Integration Within Content Fields	C.1 Integration Across and Integration Within Content Fields	BACH-HPE	2	2.5
18. Integration of Critical Thinking Strategies	C.2 Integration of Critical Thinking Strategies	BACH-HPE	2	3.5
19. Integration of Literacy Strategies	C.3 Integration of Literacy Strategies	BACH-HPE	2	3
2. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-HPE	2	2.5
3. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-HPE	2	2.5
4. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-HPE	2	2.5
5. Evaluation of Instruction	5.B Evaluation of Instruction (Observation of Instruction Forms)	BACH-HPE	2	4

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6. Evaluation of Instruction	5.B Evaluation of Instruction (Observation of Instruction Forms)	BACH-HPE	2	4
7. Reflection on Instruction	5.C Reflection on Instruction	BACH-HPE	2	3.5
8. Reflection on Instruction	5.C Reflection on Instruction	BACH-HPE	2	3.5
9. Alignment to State and Professional Standards	Alignment to Common Core, state and professional standards	BACH-HPE	2	4
1. Contextual Factors and Student Learning Adaptations	2. B. Contextual Factors and Student Learning Adaptations The Student Teacher	BACH-MUED	12	3.6
10. Higher Order Thinking	Higher Order Thinking	BACH-MUED	12	3.6
11. Significance of Learning Objectives	Significance of Learning Objectives	BACH-MUED	12	4
12. Multiple Teaching/Learning Strategies	Multiple Teaching/Learning Strategies: The Student Teacher uses a variety of	BACH-MUED	12	3.4
13. Active Inquiry	Active Inquiry: The Student Teacher understands central concepts, tools of inquiry,	BACH-MUED	12	3.2
14. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Student Teacher understands how	BACH-MUED	12	3.4
15. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Student Teacher understands how	BACH-MUED	12	3.4
16. Technology	Technology: The Student Teacher uses media communication techniques to support	BACH-MUED	12	4
17. Integration Across And Integration Within Content Fields	C.1 Integration Across and Integration Within Content Fields	BACH-MUED	12	3.6
18. Integration of Critical Thinking Strategies	C.2 Integration of Critical Thinking Strategies	BACH-MUED	12	3.2
19. Integration of Literacy Strategies	C.3 Integration of Literacy Strategies	BACH-MUED	12	3.4
2. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-MUED	12	3.8
3. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-MUED	12	3.6
4. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-MUED	12	3.4

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5. Evaluation of Instruction	5.B Evaluation of Instruction (Observation of Instruction Forms)	BACH-MUED	12	3.6
6. Evaluation of Instruction	5.B Evaluation of Instruction (Observation of Instruction Forms)	BACH-MUED	12	4
7. Reflection on Instruction	5.C Reflection on Instruction	BACH-MUED	12	3.8
8. Reflection on Instruction	5.C Reflection on Instruction	BACH-MUED	12	3.8
9. Alignment to State and Professional Standards	Alignment to Common Core, state and professional standards	BACH-MUED	12	4
1. Contextual Factors and Student Learning Adaptations	2. B. Contextual Factors and Student Learning Adaptations The Student Teacher	BACH-SEC	8	3.71
10. Higher Order Thinking	Higher Order Thinking	BACH-SEC	8	3.86
11. Significance of Learning Objectives	Significance of Learning Objectives	BACH-SEC	8	4
12. Multiple Teaching/Learning Strategies	Multiple Teaching/Learning Strategies: The Student Teacher uses a variety of	BACH-SEC	8	4
13. Active Inquiry	Active Inquiry: The Student Teacher understands central concepts, tools of inquiry,	BACH-SEC	8	3.86
14. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Student Teacher understands how	BACH-SEC	8	4
15. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Student Teacher understands how	BACH-SEC	8	3.71
16. Technology	Technology: The Student Teacher uses media communication techniques to support	BACH-SEC	8	3.71
17. Integration Across And Integration Within Content Fields	C.1 Integration Across and Integration Within Content Fields	BACH-SEC	8	3.43
18. Integration of Critical Thinking Strategies	C.2 Integration of Critical Thinking Strategies	BACH-SEC	8	3.86
19. Integration of Literacy Strategies	C.3 Integration of Literacy Strategies	BACH-SEC	8	3.71
2. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-SEC	8	3.71
3. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-SEC	8	3.29

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4. Planning for Instruction	5.A Planning for Instruction (Lesson Plans)	BACH-SEC	8	3.57
5. Evaluation of Instruction	5.B Evaluation of Instruction (Observation of Instruction Forms)	BACH-SEC	8	3.57
6. Evaluation of Instruction	5.B Evaluation of Instruction (Observation of Instruction Forms)	BACH-SEC	8	4
7. Reflection on Instruction	5.C Reflection on Instruction	BACH-SEC	8	2.86
8. Reflection on Instruction	5.C Reflection on Instruction	BACH-SEC	8	2.86
9. Alignment to State and Professional Standards	Alignment to Common Core, state and professional standards	BACH-SEC	8	3.86
1. Contextual Factors and Student Learning Adaptations	1.A Contextual Factors and Student Learning Adaptations	MAT-ECE	7	3.76
10. Higher Order Thinking	Higher Order Thinking	MAT-ECE	7	3.29
11. Significance of Learning Objectives	Significance of Learning Outcomes/ Objectives	MAT-ECE	7	3.56
12. Multiple Teaching/Learning Strategies	Multiple Teaching/Learning Strategies: The Intern uses a variety of instructional	MAT-ECE	7	3.71
13. Active Inquiry	Active Inquiry: The intern understands central concepts, tools of inquiry, & structure of the	MAT-ECE	7	3.59
14. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Intern understands how students differ in	MAT-ECE	7	3.35
15. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Intern understands how students differ in	MAT-ECE	7	3.35
16. Technology	Technology: The Intern uses media communication techniques to support	MAT-ECE	7	3.53
17. Integration Across And Integration Within Content Fields	C.1 Integration Across and Integration Within Content Fields	MAT-ECE	7	3.53
18. Integration of Critical Thinking Strategies	C.2 Integration of Critical Thinking Strategies	MAT-ECE	7	3.47
19. Integration of Literacy Strategies	C.3 Integration of Literacy Strategies	MAT-ECE	7	3.47
2. Planning for Instruction	1.B Planning for Instruction	MAT-ECE	7	3.65

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3. Planning for Instruction	1.B Planning for Instruction	MAT-ECE	7	3.24
4. Planning for Instruction	1.B Planning for Instruction	MAT-ECE	7	3.35
5. Evaluation of Instruction	Evaluation of Instruction	MAT-ECE	7	3.53
6. Evaluation of Instruction	Evaluation of Instruction	MAT-ECE	7	3.65
7. Reflection on Instruction	Reflection on Instruction	MAT-ECE	7	3.18
8. Reflection on Instruction	Reflection on Instruction	MAT-ECE	7	2.94
9. Alignment to State and Professional Standards	Alignment to state and professional standards	MAT-ECE	7	3.59
1. Contextual Factors and Student Learning Adaptations	1.A Contextual Factors and Student Learning Adaptations	MAT-ELEM	6	3.5
10. Higher Order Thinking	Higher Order Thinking	MAT-ELEM	6	2.95
11. Significance of Learning Objectives	Significance of Learning Outcomes/ Objectives	MAT-ELEM	6	3.55
12. Multiple Teaching/Learning Strategies	Multiple Teaching/Learning Strategies: The Intern uses a variety of instructional	MAT-ELEM	6	3.5
13. Active Inquiry	Active Inquiry: The intern understands central concepts, tools of inquiry, & structure of the	MAT-ELEM	6	3.35
14. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Intern understands how students differ in	MAT-ELEM	6	3.25
15. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Intern understands how students differ in	MAT-ELEM	6	3.25
16. Technology	Technology: The Intern uses media communication techniques to support	MAT-ELEM	6	3.47
17. Integration Across And Integration Within Content Fields	C.1 Integration Across and Integration Within Content Fields	MAT-ELEM	6	3.2
18. Integration of Critical Thinking Strategies	C.2 Integration of Critical Thinking Strategies	MAT-ELEM	6	3.1
19. Integration of Literacy Strategies	C.3 Integration of Literacy Strategies	MAT-ELEM	6	3.25

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2. Planning for Instruction	1.B Planning for Instruction	MAT-ELEM	6	3.25
3. Planning for Instruction	1.B Planning for Instruction	MAT-ELEM	6	3
4. Planning for Instruction	1.B Planning for Instruction	MAT-ELEM	6	2.85
5. Evaluation of Instruction	Evaluation of Instruction	MAT-ELEM	6	3.5
6. Evaluation of Instruction	Evaluation of Instruction	MAT-ELEM	6	3.55
7. Reflection on Instruction	Reflection on Instruction	MAT-ELEM	6	3.25
8. Reflection on Instruction	Reflection on Instruction	MAT-ELEM	6	3.2
9. Alignment to State and Professional Standards	Alignment to state and professional standards	MAT-ELEM	6	3.6
1. Contextual Factors and Student Learning Adaptations	1.A Contextual Factors and Student Learning Adaptations	MAT-SEC	20	3
10. Higher Order Thinking	Higher Order Thinking	MAT-SEC	20	2.5
11. Significance of Learning Objectives	Significance of Learning Outcomes/ Objectives	MAT-SEC	20	4
12. Multiple Teaching/Learning Strategies	Multiple Teaching/Learning Strategies: The Intern uses a variety of instructional	MAT-SEC	20	2.5
13. Active Inquiry	Active Inquiry: The intern understands central concepts, tools of inquiry, & structure of the	MAT-SEC	20	3
14. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Intern understands how students differ in	MAT-SEC	20	3
15. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Intern understands how students differ in	MAT-SEC	20	2.5
16. Technology	Technology: The Intern uses media communication techniques to support	MAT-SEC	20	3.5
17. Integration Across And Integration Within Content Fields	C.1 Integration Across and Integration Within Content Fields	MAT-SEC	20	3
18. Integration of Critical Thinking Strategies	C.2 Integration of Critical Thinking Strategies	MAT-SEC	20	3

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19. Integration of Literacy Strategies	C.3 Integration of Literacy Strategies	MAT-SEC	20	2.5
2. Planning for Instruction	1.B Planning for Instruction	MAT-SEC	20	2.5
3. Planning for Instruction	1.B Planning for Instruction	MAT-SEC	20	2
4. Planning for Instruction	1.B Planning for Instruction	MAT-SEC	20	2.5
5. Evaluation of Instruction	Evaluation of Instruction	MAT-SEC	20	2
6. Evaluation of Instruction	Evaluation of Instruction	MAT-SEC	20	2.5
7. Reflection on Instruction	Reflection on Instruction	MAT-SEC	20	2.5
8. Reflection on Instruction	Reflection on Instruction	MAT-SEC	20	2.5
9. Alignment to State and Professional Standards	Alignment to state and professional standards	MAT-SEC	20	4
1. Contextual Factors and Student Learning Adaptations	1.A Contextual Factors and Student Learning Adaptations	MAT-SPED	12	3.74
10. Higher Order Thinking	Higher Order Thinking	MAT-SPED	12	3.05
11. Significance of Learning Objectives	Significance of Learning Outcomes/ Objectives	MAT-SPED	12	3.63
12. Multiple Teaching/Learning Strategies	Multiple Teaching/Learning Strategies: The Intern uses a variety of instructional	MAT-SPED	12	3.63
13. Active Inquiry	Active Inquiry: The intern understands central concepts, tools of inquiry, & structure of the	MAT-SPED	12	3.42
14. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Intern understands how students differ in	MAT-SPED	12	3.68
15. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Intern understands how students differ in	MAT-SPED	12	3.58
16. Technology	Technology: The Intern uses media communication techniques to support	MAT-SPED	12	3.53
17. Integration Across And Integration Within Content Fields	C.1 Integration Across and Integration Within Content Fields	MAT-SPED	12	3.32

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18. Integration of Critical Thinking Strategies	C.2 Integration of Critical Thinking Strategies	MAT-SPED	12	3.32
19. Integration of Literacy Strategies	C.3 Integration of Literacy Strategies	MAT-SPED	12	3.42
2. Planning for Instruction	1.B Planning for Instruction	MAT-SPED	12	3.37
3. Planning for Instruction	1.B Planning for Instruction	MAT-SPED	12	3.37
4. Planning for Instruction	1.B Planning for Instruction	MAT-SPED	12	3.32
5. Evaluation of Instruction	Evaluation of Instruction	MAT-SPED	12	3.79
6. Evaluation of Instruction	Evaluation of Instruction	MAT-SPED	12	3.79
7. Reflection on Instruction	Reflection on Instruction	MAT-SPED	12	3.47
8. Reflection on Instruction	Reflection on Instruction	MAT-SPED	12	3.42
9. Alignment to State and Professional Standards	Alignment to state and professional standards	MAT-SPED	12	3.84
1. Contextual Factors and Student Learning Adaptations	1.A Contextual Factors and Student Learning Adaptations	PREP-ELEM	4	3.25
10. Higher Order Thinking	Higher Order Thinking	PREP-ELEM	4	3.25
11. Significance of Learning Objectives	Significance of Learning Outcomes/ Objectives	PREP-ELEM	4	3.47
12. Multiple Teaching/Learning Strategies	Multiple Teaching/Learning Strategies: The Intern uses a variety of instructional	PREP-ELEM	4	3.2
13. Active Inquiry	Active Inquiry: The intern understands central concepts, tools of inquiry, & structure of the	PREP-ELEM	4	3.1
14. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Intern understands how students differ in	PREP-ELEM	4	3.25
15. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Intern understands how students differ in	PREP-ELEM	4	3.25
16. Technology	Technology: The Intern uses media communication techniques to support	PREP-ELEM	4	3

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17. Integration Across And Integration Within Content Fields	C.1 Integration Across and Integration Within Content Fields	PREP-ELEM	4	2.85
18. Integration of Critical Thinking Strategies	C.2 Integration of Critical Thinking Strategies	PREP-ELEM	4	3.5
19. Integration of Literacy Strategies	C.3 Integration of Literacy Strategies	PREP-ELEM	4	3.55
2. Planning for Instruction	1.B Planning for Instruction	PREP-ELEM	4	3.25
3. Planning for Instruction	1.B Planning for Instruction	PREP-ELEM	4	3.2
4. Planning for Instruction	1.B Planning for Instruction	PREP-ELEM	4	3.6
5. Evaluation of Instruction	Evaluation of Instruction	PREP-ELEM	4	3
6. Evaluation of Instruction	Evaluation of Instruction	PREP-ELEM	4	2.5
7. Reflection on Instruction	Reflection on Instruction	PREP-ELEM	4	4
8. Reflection on Instruction	Reflection on Instruction	PREP-ELEM	4	2.5
9. Alignment to State and Professional Standards	Alignment to state and professional standards	PREP-ELEM	4	3
1. Contextual Factors and Student Learning Adaptations	1.A Contextual Factors and Student Learning Adaptations	PRE-SEC	5	3.25
10. Higher Order Thinking	Higher Order Thinking	PRE-SEC	5	3
11. Significance of Learning Objectives	Significance of Learning Outcomes/ Objectives	PRE-SEC	5	2.85
12. Multiple Teaching/Learning Strategies	Multiple Teaching/Learning Strategies: The Intern uses a variety of instructional	PRE-SEC	5	3.5
13. Active Inquiry	Active Inquiry: The intern understands central concepts, tools of inquiry, & structure of the	PRE-SEC	5	3.55
14. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Intern understands how students differ in	PRE-SEC	5	3.25
15. Adaptations to Meet the Needs of All Learners	Adaptations to Meet the Needs of All Learner: The Intern understands how students differ in	PRE-SEC	5	3.2

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16. Technology	Technology: The Intern uses media communication techniques to support	PRE-SEC	5	3.6
17. Integration Across And Integration Within Content Fields	C.1 Integration Across and Integration Within Content Fields	PRE-SEC	5	3
18. Integration of Critical Thinking Strategies	C.2 Integration of Critical Thinking Strategies	PRE-SEC	5	2.5
19. Integration of Literacy Strategies	C.3 Integration of Literacy Strategies	PRE-SEC	5	4
2. Planning for Instruction	1.B Planning for Instruction	PRE-SEC	5	2.5
3. Planning for Instruction	1.B Planning for Instruction	PRE-SEC	5	3
4. Planning for Instruction	1.B Planning for Instruction	PRE-SEC	5	3
5. Evaluation of Instruction	Evaluation of Instruction	PRE-SEC	5	2.5
6. Evaluation of Instruction	Evaluation of Instruction	PRE-SEC	5	3.5
7. Reflection on Instruction	Reflection on Instruction	PRE-SEC	5	3
8. Reflection on Instruction	Reflection on Instruction	PRE-SEC	5	3
9. Alignment to State and Professional Standards	Alignment to state and professional standards	PRE-SEC	5	2.5

