

2017-2018 P12 Student Learning Impact Data

Group Name	Rubric Criteria	DRF Name	N	Average	Overall
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-ECE	7	3.33	3.53
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-ECE	7	3.63	
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	BACH-ECE	7	3.89	
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-ECE	7	3.44	
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-ECE	7	3.33	
6. Student Learning Targets	3.D.3 Student Learning Targets	BACH-ECE	7	3.78	
7. Student Learning Targets	3.D.3 Student Learning Targets	BACH-ECE	7	3.44	
8. Student Learning Targets	3.E Self-Reflection Reflective Practice The Student Teacher is a reflective practioner who	BACH-ECE	7	3.56	
9. Reflective Practice	3.D.3 Student Learning Targets	BACH-ECE	7	3.33	
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-ELEM	10	3.74	3.38
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-ELEM	10	3.53	
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	BACH-ELEM	10	3.74	
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-ELEM	10	3.32	
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-ELEM	10	3.05	
6. Student Learning Targets	3.D.3 Student Learning Targets	BACH-ELEM	10	3.21	
7. Student Learning Targets	3.D.3 Student Learning Targets	BACH-ELEM	10	3.16	
8. Student Learning Targets	3.E Self-Reflection Reflective Practice The Student Teacher is a reflective practioner who	BACH-ELEM	10	3.75	
9. Reflective Practice	3.D.3 Student Learning Targets	BACH-ELEM	10	2.89	
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-HPE	2	3.5	

2017-2018 P12 Student Learning Impact Data

2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-HPE	2	3.5
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	BACH-HPE	2	3.5
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-HPE	2	3
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-HPE	2	3
6. Student Learning Targets	3.D.3 Student Learning Targets	BACH-HPE	2	3.5
7. Student Learning Targets	3.D.3 Student Learning Targets	BACH-HPE	2	3
8. Student Learning Targets	3.E Self-Reflection Reflective Practice The Student Teacher is a reflective practioner who	BACH-HPE	2	3
9. Reflective Practice	3.D.3 Student Learning Targets	BACH-HPE	2	3.5
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-MUED	12	3.4
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-MUED	12	3.6
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	BACH-MUED	12	3.8
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-MUED	12	3.8
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-MUED	12	3.4
6. Student Learning Targets	3.D.3 Student Learning Targets	BACH-MUED	12	3.8
7. Student Learning Targets	3.D.3 Student Learning Targets	BACH-MUED	12	3.4
8. Student Learning Targets	3.E Self-Reflection Reflective Practice The Student Teacher is a reflective practioner who	BACH-MUED	12	3.6
9. Reflective Practice	3.D.3 Student Learning Targets	BACH-MUED	12	3.8
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-SEC	8	4
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	BACH-SEC	8	3.86

3.28

3.62

2017-2018 P12 Student Learning Impact Data

3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	BACH-SEC	8	3.57
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-SEC	8	3.43
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	BACH-SEC	8	3.43
6. Student Learning Targets	3.D.3 Student Learning Targets	BACH-SEC	8	3.71
7. Student Learning Targets	3.D.3 Student Learning Targets	BACH-SEC	8	3.14
8. Student Learning Targets	3.E Self-Reflection Reflective Practice The Student Teacher is a reflective practioner who	BACH-SEC	8	3.43
9. Reflective Practice	3.D.3 Student Learning Targets	BACH-SEC	8	3.14
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	MAT-ECE	7	3.53
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	MAT-ECE	7	3.53
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	MAT-ECE	7	3.76
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	MAT-ECE	7	3.18
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	MAT-ECE	7	3.24
6. Student Learning Targets	3.D.3 Student Learning Targets	MAT-ECE	7	3.53
7. Student Learning Targets	3.D.3 Student Learning Targets	MAT-ECE	7	2.94
8. Student Learning Targets	Self-Reflection Reflective Practice The Intern is a reflective practioner who continually	MAT-ECE	7	3.76
9. Reflective Practice	3.D.3 Student Learning Targets	MAT-ECE	7	3.12
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	MAT-ELEM	6	3.35
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	MAT-ELEM	6	3.35
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	MAT-ELEM	6	3.55

3.46

3.40

2017-2018 P12 Student Learning Impact Data

4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	MAT-ELEM	6	3.05
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	MAT-ELEM	6	2.8
6. Student Learning Targets	3.D.3 Student Learning Targets	MAT-ELEM	6	3.35
7. Student Learning Targets	3.D.3 Student Learning Targets	MAT-ELEM	6	3.05
8. Student Learning Targets	Self-Reflection Reflective Practice The Intern is a reflective practioner who continually	MAT-ELEM	6	3.45
9. Reflective Practice	3.D.3 Student Learning Targets	MAT-ELEM	6	2.95
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	MAT-SEC	20	3
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	MAT-SEC	20	3
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	MAT-SEC	20	2.5
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	MAT-SEC	20	1.5
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	MAT-SEC	20	1.5
6. Student Learning Targets	3.D.3 Student Learning Targets	MAT-SEC	20	3.5
7. Student Learning Targets	3.D.3 Student Learning Targets	MAT-SEC	20	3.5
8. Student Learning Targets	Self-Reflection Reflective Practice The Intern is a reflective practioner who continually	MAT-SEC	20	2.5
9. Reflective Practice	3.D.3 Student Learning Targets	MAT-SEC	20	3
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	MAT-SPED	12	3.58
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	MAT-SPED	12	3.32
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	MAT-SPED	12	3.63
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	MAT-SPED	12	3.21

3.19

2.67

2017-2018 P12 Student Learning Impact Data

5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	MAT-SPED	12	3.16
6. Student Learning Targets	3.D.3 Student Learning Targets	MAT-SPED	12	3.74
7. Student Learning Targets	3.D.3 Student Learning Targets	MAT-SPED	12	3.26
8. Student Learning Targets	Self-Reflection Reflective Practice The Intern is a reflective practioner who continually	MAT-SPED	12	3.47
9. Reflective Practice	3.D.3 Student Learning Targets	MAT-SPED	12	3.11
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	PREP-ELEM	4	4
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	PREP-ELEM	4	3.86
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	PREP-ELEM	4	3.57
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	PREP-ELEM	4	3.43
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	PREP-ELEM	4	3.43
6. Student Learning Targets	3.D.3 Student Learning Targets	PREP-ELEM	4	3.71
7. Student Learning Targets	3.D.3 Student Learning Targets	PREP-ELEM	4	3.14
8. Student Learning Targets	Self-Reflection Reflective Practice The Intern is a reflective practioner who continually	PREP-ELEM	4	3.43
9. Reflective Practice	3.D.3 Student Learning Targets	PREP-ELEM	4	3.14
1. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	PREP-SEC	5	3.32
2. Setting Assessment Criteria	3.D.1 Setting Assessment Criteria	PREP-SEC	5	3.05
3. Preparing Instructional Assignments or Activities	3.D.2 Preparing Instructional Assignments or Activities	PREP-SEC	5	3.21
4. Analysis of Formative Data	3.D.2 Analysis of Formative Data	PREP-SEC	5	3.16
5. Analysis of Formative Data	3.D.2 Analysis of Formative Data	PREP-SEC	5	3.75

3.39

3.52

2017-2018 P12 Student Learning Impact Data

6. Student Learning Targets	3.D.3 Student Learning Targets	PREP-SEC	5	2.89
7. Student Learning Targets	3.D.3 Student Learning Targets	PREP-SEC	5	3.5
8. Student Learning Targets	Self-Reflection Reflective Practice The Intern is a reflective practioner who continually	PREP-SEC	5	3.5
9. Reflective Practice	3.D.3 Student Learning Targets	PREP-SEC	5	3.5

3.32

