Teaching for Learning Capstone (TLC) Unit Data
Reliability and Validity
Student teacher performance assessment on TLC units

Reliability: The Education Preparation Provider's (EPP's) faculty assess the teacher candidates' TLC units. Cronbach's Alpha was utilized to measure the internal consistency of the faculty ratings. (The data was in SPSS -> Analyze -> Scale -> Reliability Analysis)

The .880 Cronbach Alpha value is considered very good and provides evidence of internal consistency.

Reliability

Scale: ALL VARIABLES

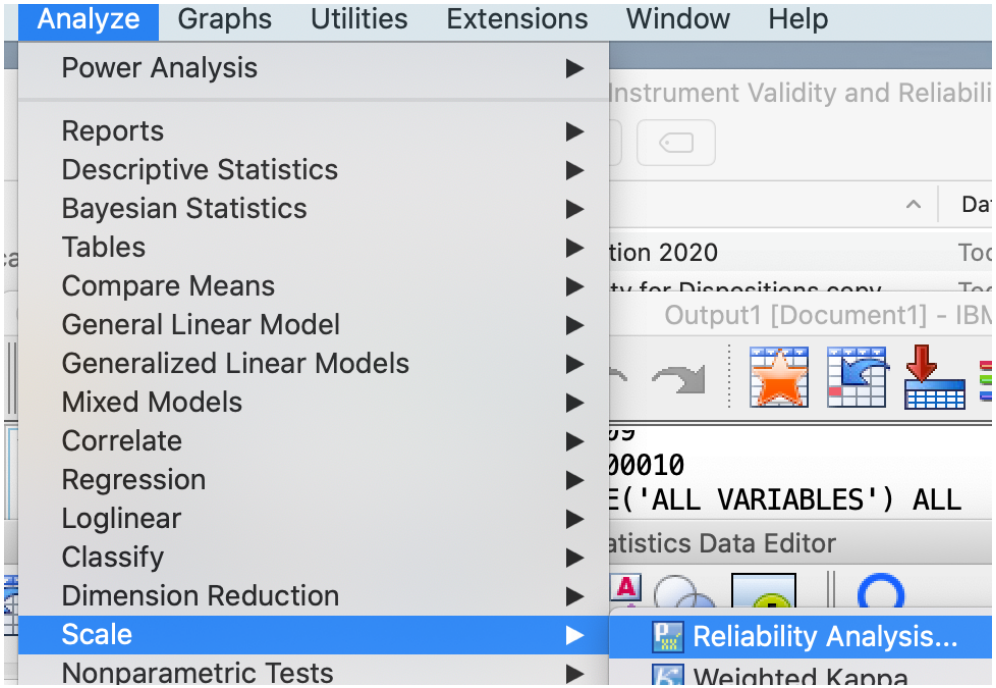
Case Processing Summary

		N	%
Cases	Valid	139	100.0
	Excluded[a]	0	.0
	Total	139	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.880	10



After completing a factor analysis, three factors emerged. As a follow-up on the overall reliability of .880, Cronbach's Alpha was applied to study the reliability within each of these three factors.

One of the three factors related to Planning and the first four assessment items (1-4) in the TLC rubric. The Cronbach's Alpha statistics for reliability statistics were very good at .844.

➔ **Reliability**

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	139	100.0
	Excluded[a]	0	.0
	Total	139	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.844	4

A second factor related to Implementation of instructional strategies and the next three assessment items (5-7) in the rubric. The Cronbach's Alpha statistics for reliability statistics were solid at .788.

➔ **Reliability**

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	139	100.0
	Excluded[a]	0	.0
	Total	139	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.788	3

Third factor connected with the final three rubric items, Assessment (8-9) and Reflection (10). The Reflection item had a slight cross-loading with Planning, but it most directly aligned with the Assessment items. The Cronbach's Alpha statistics for reliability statistics were very good at .844.

➔ **Reliability**

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	139	100.0
	Excluded[a]	0	.0
	Total	139	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

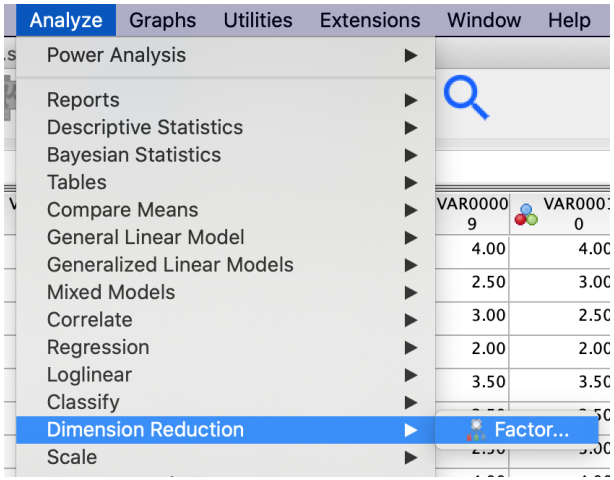
Cronbach's Alpha	N of Items
.841	3

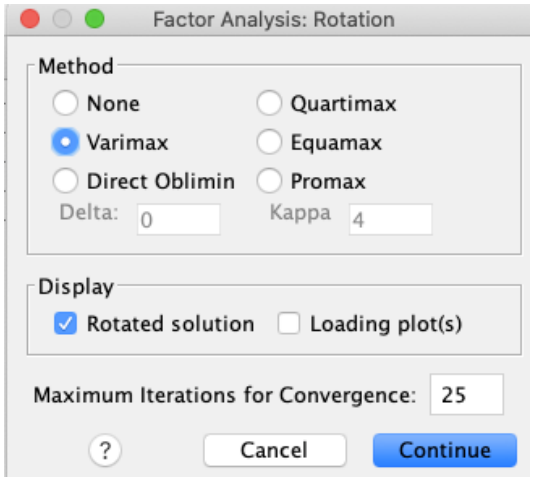
Validity: The Lawshe Method was used by the EPP's teacher education faculty to determine the essential descriptors of performance for the proficient level in each of the ten items assessed. The 16 subject matter experts rated each potential descriptor. Content validity ratios of .49 or higher became part of the assessment rubric.

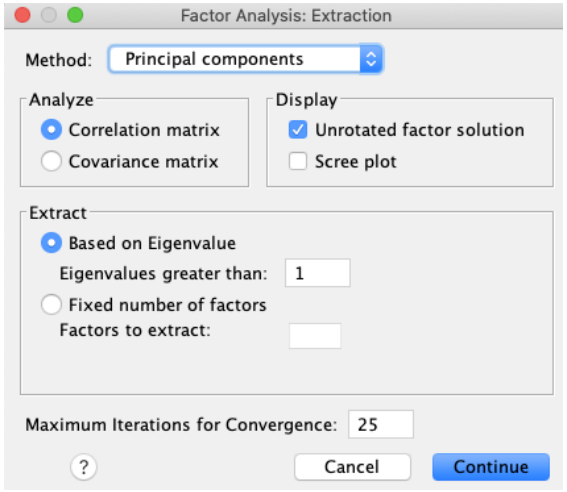
An exploratory factor analysis (EFA) was run after faculty rated the teacher candidates' TLC units.

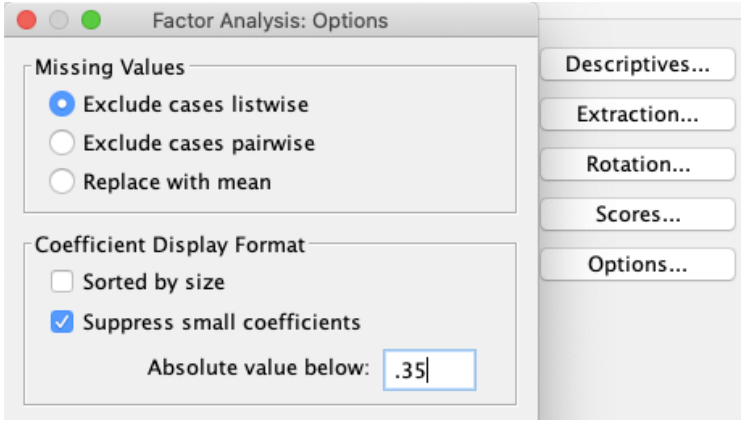
Validity: An exploratory factor analysis (EFA) was conducted with the faculty ratings of the teacher candidates' performance.

The following selections were made using the SPSS statistics program: Analyze -> Dimension Reduction -> Factor Analysis -> Varimax with a rotated solution -> Eigenvalues greater than 1 -> Coefficients with an absolute value below .35 were suppressed.









The intent of the rubrics is to assess teacher candidate performance efforts to Plan, Implement, Evaluate, and Reflect on lessons for learning. Three factors emerged from a factor analysis of the faculty ratings for the 10 variables.

Rotated Component Matrix[a]

	Component		
	1	2	3
VAR00001	.772		
VAR00002	.812		
VAR00003	.781		
VAR00004	.732		
VAR00005			.815
VAR00006			.822
VAR00007			.763
VAR00008		.827	
VAR00009		.852	
VAR00010	.368	.752	

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

The first four assessment items (variables 1-4) are related to Planning instruction.
The next three assessment items (variables 5-7) are connected to Implementing instructional strategies.
Variables 8 and 9 are related to the Evaluate section and the teacher candidates' assessment of student work and descriptive feedback.
The tenth assessment item is aligned with Reflection and the teacher candidates' impact on student learning. A lesser cross-loading existed between reflection and planning, but the reflection assessment item outcomes primarily loaded with the Assessment items.

The initial Eigenvalues, Extraction Sums of Squared Loadings, and the Rotation Sums of Squared Loadings indicate the 72.855 percent of the total variance can be explained. A percentage between 70% and 80% is good.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.915	49.150	49.150	4.915	49.150	49.150	2.750	27.504	27.504
2	1.353	13.526	62.675	1.353	13.526	62.675	2.341	23.415	50.919
3	1.018	10.179	72.855	1.018	10.179	72.855	2.194	21.936	72.855
4	.640	6.400	79.254						
5	.482	4.815	84.069						
6	.439	4.395	88.464						
7	.373	3.731	92.196						
8	.305	3.049	95.245						
9	.256	2.557	97.802						
10	.220	2.198	100.000						

Teaching for Learning Capstone (TLC) Rubrics reviewed for Validity using the Lawshe Method

Sixteen subject matter experts (unit faculty members) reviewed the TLC unit rubrics and rated each descriptor as "Essential", "Useful, but not Essential", or "Not Necessary". The Dean, Department Chair of Elementary Education, and Assessment Coordinator along with **methods instructors** in English Language Learners, Special Education, and Kindergarten; secondary Business and Math Education; K-12 Art, Music, and Physical Education; as well as elementary methods instructors for Science, Reading, Language Arts, and Social Studies were among the subject matter experts who completed the survey.

The Lawshe method gauges agreement among raters regarding how essential a particular item is and establishes content validity (quantifying consensus). Lawshe (1975) proposed that each of the subject matter expert raters (SMEs) on the panel respond to the following question for each item: "Is the skill or knowledge measured by this item 'essential,' 'useful, but not essential,' or 'not necessary' to the performance of the construct?" If more than half the panelists indicate an item is essential, that item has at least some content validity. Greater levels of content validity exist as larger numbers of panelists agree that a particular item is essential. Using these assumptions, Lawshe developed a formula termed the content validity ratio.

$$CVR = [(E - (N / 2)) / (N / 2)]$$

CVR can measure between -1.0 and 1.0. The closer to 1.0 the CVR is, the more essential the object is considered to be. Conversely, the closer to -1.0 the CVR is, the more non-essential it is.

Procedure

VCSU spoke to a group of experts who have knowledge of TLC components and expectations. **Subject Matter Experts were asked to rate each descriptor as "essential", "useful, but not essential", or "not necessary"** for assessing the TLC unit. **Sixteen of 25 experts completed the task. The** response ratings were tallied a Content Validity Ratio (CVR) is using the following formula, using the total number of experts (N) and the number who rated the descriptor as essential (E): CVR = [(E - (N / 2)) / (N / 2)]

The following information is from a CAEP recommendation from a PowerPoint prepared by Dr. Stevie Chepko, Senior VP for Accreditation (Retrieved on October 17, 2017 from https://www.education.ne.gov/wp-content/uploads/2017/07/NE-ContentValidityReliability.pdf)

- CVR is calculated for each indicator
- A minimum value of the CVR is based on the number of panelists and is on a CVR Table
  - CVR values range from -1.0 to + 1.0
  - The more panelists the lower the CVR value
  - For example –
  - 5 panelists require a minimum CVR value of .99
  - **15 panelists require a minimum CVR value of .49 (VCSU had 16 panelists complete the survey)**
  - 40 panelists require a minimum CVR value of .29
  - Allows for the retention or rejection of individual items

The ten assessment headings are identified by Roman numerals. The numbered items represent TLC unit rubric descriptors for the assessments. The experts' ratings are tallied, and a content validity ratio is calculated for each descriptor.

I. Planning for Understanding of Content - *How well does the teacher candidate plan to ensure the content standards and learning objectives will be met?*	Essential	Useful, but not Essential	Not Necessary	Content Validity Ratio
1. Standards, objectives, learning tasks and materials/ technology are consistently aligned with each other and with the central focus for the learning segment.	16	0	0	**1.00**
2. Learning objectives clearly define measurable outcomes for student learning.	16	0	0	**1.00**
3. Plans for instruction build on each other to lead students to make clear and meaningful connections to the unit's big ideas, as well as higher levels of thinking.	16	0	0	**1.00**

II. Using Knowledge of Students to Inform Teaching and Learning - *How well does the teacher candidate use knowledge of his/her students to target support for students' development and understanding?*	Essential	Useful, but not Essential	Not Necessary	Content Validity Ratio
4. Planned support includes tasks/materials and/or scaffolding tied to learning objectives and the central focus with attention to the characteristics of the class as a whole and to requirements in IEPs and 504 plans.	9	7	0	0.13
5. Learning objectives draw on students' prior learning experience AND social/emotional development OR interests.	6	9	1	-0.25
6. Candidate uses examples from their students' prior learning experience AND relevant research/theories to justify why learning tasks are appropriate.	7	6	3	-0.13
7. Supports address the needs of specific individuals or groups with similar needs and include strategies to surface and respond to common errors and misunderstandings.	5	9	2	-0.38
8. Planned support includes multiple ways of engaging with content that support students to meet specific standards/objectives within the central focus.	11	3	2	0.38
9. Support is specifically designed to address a variety of student learning strengths and needs and include specific strategies to surface and respond to common errors and misunderstandings.	10	6	0	0.25
III. Planning Assessments to Monitor and Support Student Learning - *How are the informal and formal assessments selected or designed to provide evidence of student progress toward the standards/objectives?*	Essential	Useful, but not Essential	Not Necessary	Content Validity Ratio
10. The set of assessments are aligned to the standards and objectives and provide evidence for monitoring students' learning progress at different points in the unit.	15	1	0	**0.88**
11. Assessment accommodation modifications are made for students with special needs, IEP or 504 plans.	14	2	0	**0.75**
12. The set of assessments are strategically designed to provide multiple forms of evidence for monitoring students' progress relative to the standards and objectives throughout the unit.	11	5	0	0.38
IV. Planning for Language Development - *How does the candidate plan to support the students' academic language associated with content learning?*	Essential	Useful, but not Essential	Not Necessary	CVR
13. The candidate identifies vocabulary (and/or symbols) that are central to the learning segment and appropriate to most students' language development.	10	6	0	0.25
14. The candidate's description of students' academic language development identifies strengths and needs.	4	11	1	-0.50
15. The candidate provides support so students can use language associated with the selected language demand necessary to engage in academic tasks.	9	5	2	0.13
16. The candidate models and provides opportunities for practice so students can use language (associated with the language demand) to express and demonstrate content understandings.	11	5	0	0.38
V. Standards Based Engagement in Scaffolding Language during Implementation - *How does the candidate support language development and content learning? (video)*	Essential	Useful, but not Essential	Not Necessary	CVR
17. Candidate identifies evidence that students had an opportunity to understand and use the identified academic language.	11	5	0	0.38
18. Candidate identifies evidence that students understand and are using targeted academic language in ways that support their language development and content learning.	9	6	1	0.13

VI. Standards Based Student Engagement and Classroom Management - *How does the candidate manage the classroom and actively engage students in developing understanding? (video)*	Essential	Useful, but not Essential	Not Necessary	Content Validity Ratio
19. Students are intellectually engaged in discussions, tasks, or activities **tailored to specific student needs that support the development of deep understandings** of concepts.	13	3	0	**0.63**
20. Both teacher-student and student-student interaction are evident.	13	2	1	**0.63**
21. Candidate was able to reach out to individuals or small groups to vary his or her teaching in order to create the best learning experience possible, making links between new content and students' prior learning as well as **deepening** understandings of the concepts.	10	6	0	0.25
22. Candidate leads a caring, fair and respectful learning environment in which directions and routines are clear, so students are engaged with minimal time transition time between tasks.	14	2	0	**0.75**
23. Any potential behavior problems are recognized and redirected in ways that set firm limits but do not belittle the student or punish others for a single student's behavior.	13	3	0	**0.63**
24. Candidate differentiates instruction and makes links between new content and students' prior learning.	12	4	0	**0.50**
25. Classroom is managed in an efficient and effective manner to heighten learning opportunities.	16	0	0	**1.00**
VII. Standards Based Student Engagement in Higher Level Thinking - *How does the candidate elicit and monitor students' responses to deepen their understanding? (video)*	Essential	Useful, but not Essential	Not Necessary	Content Validity Ratio
26. Candidate uses highest levels of Bloom's Taxonomy to facilitate interactions among students to evaluate their own ideas.	10	5	1	0.25
27. Candidate uses analysis and synthesis questions to elicit answers that build on students' reasoning/problem solving to portray, extend, or clarify a concept. *(*N =15 as one panelist did not rate this descriptor)*	7	7	1	-0.07
28. Candidate uses strategically chosen representations in ways that deepen student understanding of the concepts being learned.	8	8	0	0.00
29. The candidate elicits student responses related to reasoning/problem solving.	8	8	0	0.00
30. Candidate uses representations in ways that help students understand concepts being learned.	8	8	0	0.00
VIII. Assessment and Analysis of Student Work - *How does the candidate demonstrate an understanding of student performance with respect to standards/objectives?*	Essential	Useful, but not Essential	Not Necessary	Content Validity Ratio
31. The candidate is able to identify areas of strength in a predominantly weak performance and/or areas for improvement in a predominantly strong one.	12	3	1	**0.50**
32. Criteria are clearly aligned with standards/objectives from the learning segment.	15	1	0	**0.88**
33. Criteria indicate qualitative differences in student performance.	7	8	1	-0.13
34. The analysis focuses on patterns of student understandings, skills, and misunderstandings in relation to identified standards and learning objectives.	8	8	0	0.00
35. The analysis uses these patterns to understand student thinking.	5	9	2	-0.38
36. The analysis is supported by work samples and the summary of performance, as well as references to evidence in work samples to identify specific patterns of learning for individuals or groups.	12	4	0	**0.50**
37. The analysis is supported by work samples and the summary of performance, with attention to some differences in whole class learni**ng** of different aspects of the content assessed.	8	7	1	0.00
38. The analysis focuses on listing what students did right and wrong in relation to the use of procedures and reasoning/problem solving skills for identified standards/objectives.	7	8	1	-0.13

IX. Using Assessment and Feedback to Inform Instruction and Guide Student Learning - *How does the candidate use conclusions about what students know and are able to do to provide feedback and plan next steps in instruction to further learning.*	Essential	Useful, but not Essential	Not Necessary	Content Validity Ratio
39. Feedback accurately identifies general areas for what students did well and what they need to improve related to specific learning objectives.	14	2	0	**0.75**
40. Candidate describes how students will use feedback to improve their performance.	8	8	0	0.00
41. Next steps propose general support that improves student performance related to the standards and learning objectives assessed.	9	6	1	0.13
42. Next steps provide targeted support to individuals and groups to improve their performance relative to the standards and learning objectives assessed.	12	4	0	**0.50**
43. Feedback is related to learning objectives.	11	5	0	0.38
44. Candidate describes how students will use feedback to deepen their understandings and to evaluate their own work.	7	9	0	-0.13
45. Next steps provide targeted support to individuals and groups to improve their performance relative to the standards and learning objectives assessed. *(*N =15 as one panelist did not rate this descriptor)*	11	4	0	0.47
46. Next steps extend student learning beyond what was assessed in the learning segment.	6	9	1	-0.25
X. Analyzing Teacher Effectiveness - *How does the candidate use evidence and change teaching practice to meet the varied learning needs of the students?*	Essential	Useful, but not Essential	Not Necessary	Content Validity Ratio
47. Candidate cites evidence of student learning OR knowledge of students' prior learning and experiences to explain changes to teaching practices.	11	4	1	0.38
48. Proposed changes address students' collective learning needs related to standards/objectives.	8	7	1	0.00
49. Changes in teaching practice are specific and strategic to improve individual and collective student understanding of standards/objectives.	12	3	1	**0.50**
50. Candidate justifies changes to teaching practices by citing: • examples of successful and unsuccessful teaching practices • analysis of learning evidence • knowledge of students' prior learning and experiences	13	3	0	**0.63**

Ideas for wording or content changes to the descriptors were welcomed and examples of starter samples provided:

I suggest we change "learning objectives" to "learning targets" throughout the descriptors?

I would like us to add _____ as a descriptor to section VII.

A proposal from the TLC work session is to reduce the four videos (90 seconds each) to three videos, changing the template and re-aligning the rubrics slightly: (Rubric 5) scaffolding academic language, (Rubric 6) classroom management, and (Rubric 7) engagement in standards based instruction and student interaction (content, higher level thinking and questioning) – this video could be 90 seconds to 180 seconds.

Actual feedback responses received:

- No ideas at this point.
- Some of the wording is not clear...I would rather very easy-to-understand and concise statements.
- Change "learning objectives" to "learning targets" throughout the descriptors. I support the proposal from the TLC work session to reduce the four videos (90 seconds each) to three videos, changing the template and re-aligning the rubrics slightly: (Rubric 5) scaffolding academic language, (Rubric 6) classroom management, and (Rubric 7) engagement in standards based instruction and student interaction (content, higher level thinking and questioning) – this video could be 90 seconds to 180 seconds.

The TLC unit and assessment data are tagged to CAEP standards 1.1, 1.2, and 5.4, as well as InTASC standards and VCSU teacher education program learning outcomes.

VCSU Program Learning Outcome	InTASC Standard	Section(s) in TLC Rubric
PLAN	**7 – Planning for Instruction**	**I - IV**
IMPLEMENT	**8 – Instructional Strategies**	**V- VII**
EVALUATE	**6 - Assessment**	**VIII, IX**
REFLECT	**9 – Professional Learning and Ethical Practice**	**X**

Valley City State University Teaching for Learning Capstone (TLC) Evaluation Form – The "Proficient" level was redefined by applying feedback from Subject Matter Experts and the Lawshe Method to enhance the validity of the TLC Rubrics.

Teacher Candidate _____ Semester _____ Subject/Grade Taught _____

Directions: This Teaching for Learning Capstone (TLC) rubric is based on the VCSU Teacher Education Conceptual Framework and learning outcomes. For each of the items below, place a rating of 1, 1.5, 2, 2.5, 3, 3.5, or 4 by the number which describes the evidence of the teacher candidate's performance.

TLC Rubric	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
Plan - Planning Instruction and Assessment								
Rubric 1: Planning for Understanding of Content *How well does the teacher candidate plan to ensure the content standards and learning objectives will be met?* (InTASC 4 and 7; CAEP 1.1, 1.2, 1.4, 1.5, 2.3, 5.4)	Designs plans to lead students to connect to the unit's big ideas, higher levels of thinking, and measurable learning targets.	In addition to rating " 3" performance, partial success at rating of " 4"	Aligns standards with measurable learning targets and the central focus for the unit.	In addition to rating " 2" performance, partial success at rating of " 3"	Aligns standards with the content and most of the learning targets for the unit.	With assistance, partial success at rating of " 2"	Selects standards and learning targets that are not aligned with the central focus for the unit.	
Rubric 2: Using Knowledge of Students to Inform Teaching and Learning *How well does the teacher candidate use knowledge of his/her students to target support for students' development and understanding?* (InTASC 1 and 7, CAEP)	Considers individual differences using assessment data and awareness of student backgrounds to target support for students' development and understanding.		Considers individual differences in students' prior knowledge to support student development.		Teaches lessons while considering individual differences.		Teaches lessons without regard to students' prior knowledge or backgrounds.	
Rubric 3: Planning Assessments to Monitor and Support to Student Learning *How are the informal and formal assessments selected or designed to provide evidence of student progress toward the learning targets?* (InTASC 6 and 7, CAEP 2.3)	Aligns pre-, post-, and formative assessments with learning targets and provides multiple forms of evidence for monitoring student learning progress toward the learning targets.		Aligns pre-, post-, and formative assessments with learning targets and provides evidence for monitoring student learning progress toward the learning targets.		Administers assessments with partial alignment toward the learning targets and some evidence of monitoring student learning during the unit.		Administers assessments that provided little or no connection or evidence of students' learning during the unit.	
Rubric 4: Planning for Language Development *How does the candidate plan to support the students' academic language associated with content learning?* (InTASC 7, CAEP 1.4)	Utilizes academic language and plans multiple strategies for students to practice using the language to express and demonstrate content understanding.		Utilizes academic language and provides opportunities for practice so students can use language to express and demonstrate content understanding.		Plans opportunities for students to use academic language to express and demonstrate content understanding.		Utilizes appropriate academic language but does not plan opportunities for student practice and development.	

TLC Rubric	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
Implement - Instructing and Engaging Students in Learning – *includes video and written narrative in Implement section of TLC template*								
Rubric 5: Scaffolding Language *How does the candidate support language development?* (InTASC 8, CAEP 1.4)	Utilizes academic language and engages all students in the use of the targeted language to support language development and content learning.	In addition to rating "3" performance, partial success at rating of "4"	Utilizes academic language and engages students in the use of the targeted language to support language development and content learning.	In addition to rating "2" performance, partial success at rating of "3"	Utilizes academic language, but provides little evidence of student practice or engagement.	With assistance, partial success at rating of "2"	Utilizes academic language, but does not engage students in using the language.	
Rubric 6: Classroom Management *How does the candidate manage the classroom and actively engage students?* (InTASC 3 and 8, CAEP 1.4)	Manages classroom in an efficient and effective manner in which directions and routines are clear so all students are engaged with minimal time transition time between tasks.		Manages classroom in an efficient and effective manner to heighten learning opportunities. Most students are engaged.		Attempts to use routines and procedures to manage classroom activities. Some students are engaged.		Shows little use of classroom management routines or procedures; students are disengaged or disruptive to others	
Rubric 7: Engagement in Standards Based Instruction *How does the candidate elicit and monitor students' responses to deepen their understanding?* (InTASC 8, CAEP 1.1, 1.2, 1.4)	Engages students in discussions, tasks or activities at various levels of thinking that develop understanding of the standards based content through both teacher-student and student-student interaction.		Engages students in discussions, tasks or activities that develop understanding of the standards based content through teacher-student or student-student interaction.		Student engagement is teacher driven with some participation in discussions or activities that develop some understanding of the standards based content.		Lectures or assigns student work with limited or no student engagement.	

TLC Rubric	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
Evaluate - Assessing Student Learning								
Rubric 8: Assessment and Analysis of Student Work *How does the candidate demonstrate an understanding of student performance with respect to learning targets?* (InTASC 6, CAEP 1.1, 1.4, 2.3)	Analyzes student work to identify areas of strength and/or areas for improvement toward the learning targets. The analysis is supported by samples and efforts to identify specific patterns of learning for individuals the class.	In addition to rating " 3" success at rating of " 4" performance, partial	Analyzes student work to identify areas of strength and/or areas for improvement toward the learning targets. Analysis is supported by samples and the summary of both class and individual student performance.	In addition to rating " 2" success at rating of " 3" performance, partial	Analyzes student work samples and provides a summary of the class performance or the individual student performance with respect to the learning targets for the unit.	With assistance, partial success at rating of " 2"	Provides minimal evidence of student work or analysis of student performance with respect to the learning targets for the unit.	
Rubric 9: Using Assessment and Feedback to Inform Instruction and Guide Student Learning *How does the candidate use conclusions about what students know and can do to provide feedback and plan next steps in instruction to further learning?* (InTASC 6, CAEP 1.1, 2.3)	Provides feedback that accurately identifies specific areas for what students did well and provides targeted support to individuals and groups to improve their performance relative to the learning targets being assessed.		Provides feedback that accurately identifies areas for what students did well and what they need to improve to further their learning related to learning targets.		Provides feedback that is positive and encouraging, but lacks feedback that is specific enough to improve further learning toward the learning targets.		Provides limited feedback to students in the form of what is correct and what is incorrect.	
Rubric 10: Analyzing Teacher Effectiveness *How does the candidate use evidence and change teaching practice to meet the varied learning needs of the students?* (InTASC 6 and 9, CAEP 1.2, 5.4)	Analyzes evidence and reflects on teaching practice to provide specific and strategic plans for improvement to meet the varied learning needs of the students in the future.	In addition to rating " 3" performance, partial success at rating	Reflects on assessment outcomes and teaching practices to cite examples of successful and unsuccessful teaching practices to meet the needs of the learners.	In addition to rating " 2" performance, partial success at rating	Reflects on teaching practices to cite examples of successful and unsuccessful teaching practices.	With assistance, partial success at rating of " 2"	Reflects on teaching practice in broad terms without specific examples of successful or unsuccessful practices.	