

SPED Intervention Specialist	All SPED N=30	All IS N=13	UG IS N=5	Mas IS N=8
<b>Task 1 - Planning</b>	<b>3.11</b>	<b>3.17</b>	<b>3.20</b>	<b>3.15</b>
Rubric 1: Planning for Alignment and Development of Knowledge and Skills	3.28	3.27	3.4	3.19
Rubric 2: Planning Challenge and Support for the Focus Learner	3.18	3.27	3.3	3.25
Rubric 3: Justification of Instruction and Support	3.18	3.19	3.3	3.13
Rubric 4: Supporting the Focus Learner's Use of Expressive/Receptive Communication	2.97	3.15	3.2	3.13
Rubric 5: Planning Assessments to Monitor and Support Learning	2.92	2.96	2.8	3.06
<b>Task 2 - Instruction</b>	<b>3.04</b>	<b>3.04</b>	<b>3.04</b>	<b>3.04</b>
Rubric 6: Learning Environment	3.1	3.04	3.1	3
Rubric 7: Engaging the Focus Learner	3.08	3.04	3.1	3
Rubric 8: Deepening Learning	3.02	3.12	3.2	3.06
Rubric 9: Supporting Teaching and Learning	3.08	3.12	3.2	3.06
Rubric 10: Analyzing Teaching Effectiveness	2.9	2.88	2.6	3.06
<b>Task 3 – Assessment</b>	<b>3.06</b>	<b>3.21</b>	<b>3.30</b>	<b>3.15</b>
Task 11: Analyzing the Focus Learner's Performance	3.13	3.27	3.5	3.13
Task 12: Providing Feedback to Guide Further Learning	3.33	3.54	3.6	3.5
Task 13: Learner Understanding and Use of Feedback	2.93	2.85	2.9	2.81
Task 14: Explaining the Focus Learner's Use of Communication	3.05	3.38	3.6	3.25
Task 15: Using Assessment to Inform Instruction	2.85	3	2.9	3.06
<b>Total Score</b>	<b>45.73</b>	<b>46.38</b>	<b>47.8</b>	<b>45.5</b>

SPED Early Childhood	All SPED N=30	All ECSE N=5
<b>Task 1 – Planning</b>	<b>3.11</b>	3.12
Rubric 1: Planning for Alignment and Development of Knowledge and Skills	3.28	3.2
Rubric 2: Planning Challenge and Support for the Focus Learner	3.18	3.2
Rubric 3: Justification of Instruction and Support	3.18	3.2
Rubric 4: Supporting the Focus Learner's Use of Expressive/Receptive Communication	2.97	2.8
Rubric 5: Planning Assessments to Monitor and Support Learning	2.92	3.2
<b>Task 2 – Instruction</b>	<b>3.04</b>	3.20
Rubric 6: Learning Environment	3.1	3.4
Rubric 7: Engaging the Focus Learner	3.08	3.4
Rubric 8: Deepening Learning	3.02	2.8
Rubric 9: Supporting Teaching and Learning	3.08	3.2
Rubric 10: Analyzing Teaching Effectiveness	2.9	3.2
<b>Task 3 – Assessment</b>	<b>3.06</b>	3.16
Task 11: Analyzing the Focus Learner's Performance	3.13	3.4
Task 12: Providing Feedback to Guide Further Learning	3.33	3.6
Task 13: Learner Understanding and Use of Feedback	2.93	3.2
Task 14: Explaining the Focus Learner's Use of Communication	3.05	2.6
Task 15: Using Assessment to Inform Instruction	2.85	3
<b>Total Score</b>	<b>45.73</b>	47.4

SPED Severe Disabilities	All SPED N=30	All Sev N=12	UG Sev N=5	Mas Sev N=7
<b>Task 1 – Planning</b>	<b>3.11</b>	<b>3.03</b>	<b>3.16</b>	<b>2.94</b>
Rubric 1: Planning for Alignment and Development of Knowledge and Skills	3.28	3.33	3.4	3.29
Rubric 2: Planning Challenge and Support for the Focus Learner	3.18	3.08	3.2	3
Rubric 3: Justification of Instruction and Support	3.18	3.17	3.2	3.14
Rubric 4: Supporting the Focus Learner’s Use of Expressive/Receptive Communication	2.97	2.83	3	2.71
Rubric 5: Planning Assessments to Monitor and Support Learning	2.92	2.75	3	2.57
<b>Task 2 – Instruction</b>	<b>3.04</b>	<b>2.97</b>	<b>3.04</b>	<b>2.91</b>
Rubric 6: Learning Environment	3.1	3.04	3.1	3
Rubric 7: Engaging the Focus Learner	3.08	3	3	3
Rubric 8: Deepening Learning	3.02	3	3	3
Rubric 9: Supporting Teaching and Learning	3.08	3	3.4	2.71
Rubric 10: Analyzing Teaching Effectiveness	2.9	2.79	2.7	2.86
<b>Task 3 – Assessment</b>	<b>3.06</b>	<b>2.86</b>	<b>2.98</b>	<b>2.77</b>
Task 11: Analyzing the Focus Learner’s Performance	3.13	2.88	3.1	2.71
Task 12: Providing Feedback to Guide Further Learning	3.33	3	2.8	3.14
Task 13: Learner Understanding and Use of Feedback	2.93	2.92	3	2.86
Task 14: Explaining the Focus Learner’s Use of Communication	3.05	2.88	3.1	2.71
Task 15: Using Assessment to Inform Instruction	2.85	2.63	2.9	2.43
<b>Total Score</b>	<b>45.73</b>	<b>44.33</b>	<b>46</b>	<b>43.14</b>

Elementary	All N=30	UG N=17	Master N=14
<b>Task 1 – Planning</b>	<b>3.07</b>	<b>2.99</b>	<b>3.15</b>
Rubric 1: Planning for Literacy Learning	3.03	3	3.08
Rubric 2: Planning to Support Varied Student Learning Needs	3.17	3	3.38
Rubric 3: Using Knowledge of Students to Inform Teaching and Learning	3.2	3.24	3.15
Rubric 4: Identifying and Supporting Language Demands	2.98	2.79	3.23
Rubric 5: Planning Assessments to Monitor and Support Student Learning	2.95	2.97	2.92
<b>Task 2 – Instruction</b>	<b>2.92</b>	<b>2.97</b>	<b>2.85</b>
Rubric 6: Learning Environment	3.02	3.03	3
Rubric 7: Engaging Students in Learning	2.88	2.91	2.87
Rubric 8: Deepening Student Learning	3	3.06	2.92
Rubric 9: Subject-Specific Pedagogy	2.75	2.85	2.62
Rubric 10: Analyzing Teaching Effectiveness	2.93	3	2.85
<b>Task 3 – Assessment</b>	<b>3.34</b>	<b>3.4</b>	<b>3.25</b>
Rubric 11: Analysis of Student Learning	3.3	3.35	3.23
Rubric 12: Providing Feedback to Guide Further Learning	3.77	3.82	2.69
Rubric 13: Student Understanding and Use of Feedback	3.13	3.18	3.08
Rubric 14: Analyzing Students’ Language Use and Literacy Learning	3.07	3.24	2.85
Rubric 15: Using Assessment to Inform Instruction	3.42	3.44	3.38
<b>Literacy Task</b>	<b>2.96</b>	<b>2.96</b>	<b>2.95</b>
Rubric 16: Literacy	2.91	2.83	3
Rubric 17: Literacy	2.88	2.78	3
Rubric 18: Literacy	3.09	3.28	2.86
<b>Mathematics Task</b>	<b>3.11</b>	<b>3.02</b>	<b>3.22</b>
Rubric 16: Mathematics	3.3	3.06	3.33
Rubric 17: Mathematics	3.4	3	3.67
Rubric 18: Mathematics	2.8	3	2.67
<b>Total Score</b>	<b>55.7</b>	<b>55.88</b>	<b>55.46</b>

Secondary English	All Sec N=27	All N=10	UG N=7	Master N=3
<b>Task 1 – Planning</b>	<b>3.28</b>	<b>3.51</b>	<b>3.39</b>	<b>3.80</b>
Rubric 1: Planning for English Language Arts Understandings	2.33	3.45	3.5	3.33
Rubric 2: Planning to Support Varied Student Learning Needs	3.1	3.4	2.86	4.67
Rubric 3: Using Knowledge of Students to Inform Teaching and Learning	3.44	3.7	3.57	4
Rubric 4: Identifying and Supporting Language Demands	3.25	3.55	3.5	3.67
Rubric 5: Planning Assessments to Monitor and Support Student Learning	3.27	3.45	3.5	3.33
<b>Task 2 – Instruction</b>	<b>3.08</b>	<b>3.20</b>	<b>3.09</b>	<b>3.47</b>
Rubric 6: Learning Environment	3.25	3.35	3.21	3.67
Rubric 7: Engaging Students in Learning	3.15	3.45	3.5	3.33
Rubric 8: Deepening Student Learning	3.1	3.5	3.29	4
Rubric 9: Subject-Specific Pedagogy: Using Textual References	3.1	2.95	2.79	3.33
Rubric 10: Analyzing Teaching Effectiveness	2.83	2.75	2.64	3
<b>Task 3 – Assessment</b>	<b>3.28</b>	<b>3.48</b>	<b>3.48</b>	<b>3.42</b>
Task 11: Analysis of Student Learning	3.33	3.45	3.36	3.67
Task 12: Providing Feedback to Guide Learning	3.63	3.45	3.5	3.33
Task 13: Student Understanding and Use of Feedback	3.13	3.55	3.5	3.67
Task 14: Analyzing Students’ Language Use and English Language Arts Learning	3.08	3.2	3.29	3
Task 15: Using Assessment to Inform Instruction	3.23	3.65	3.64	3.67
<b>Total Score</b>	<b>48.12</b>	<b>50.9</b>	<b>49.71</b>	<b>53.67</b>

Secondary Mathematics	All Sec N=27	All N=7	UG N=5	Master N=2
<b>Task 1 – Planning</b>	<b>3.28</b>	<b>2.70</b>	<b>2.64</b>	<b>2.85</b>
Rubric 1: Planning for Mathematical Understandings	2.33	2.86	2.8	3
Rubric 2: Planning to Support Varied Student Learning Needs	3.1	2.21	2.2	2.25
Rubric 3: Using Knowledge of Students to Inform Teaching and Learning	3.44	3.07	3	3.25
Rubric 4: Identifying and Supporting Language Demands	3.25	2.57	2.4	3
Rubric 5: Planning Assessments to Monitor and Support Student Learning	3.27	2.79	2.8	2.75
<b>Task 2 – Instruction</b>	<b>3.08</b>	<b>2.74</b>	<b>2.72</b>	<b>2.80</b>
Rubric 6: Learning Environment	3.25	3	3	3
Rubric 7: Engaging Students in Learning	3.15	2.5	2.6	2.25
Rubric 8: Deepening Student Learning	3.1	2.36	2.2	2.75
Rubric 9: : Subject-Specific Pedagogy: Using Representations	3.1	3.14	3.2	3
Rubric 10: Analyzing Teaching Effectiveness	2.83	2.71	2.6	3
<b>Task 3 – Assessment</b>	<b>3.28</b>	<b>2.96</b>	<b>2.92</b>	<b>3.05</b>
Task 11: Analysis of Student Learning	3.33	3.14	3	3.5
Task 12: Providing Feedback to Guide Learning	3.63	3.43	3.2	3.5
Task 13: Student Understanding and Use of Feedback	3.13	2.86	2.8	3.5
Task 14: Analyzing Students’ Language Use and Mathematics Learning	3.08	2.57	2.6	2.5
Task 15: Using Assessment to Inform Instruction	3.23	2.79	3	2.25
<b>Total Score</b>	<b>48.12</b>	<b>41.57</b>	<b>40.8</b>	<b>43.5</b>

Secondary Natural Sciences	All Sec N=27	All N=2	UG N=2	Master N=
<b>Task 1 – Planning</b>	<b>3.28</b>	<b>3.70</b>	<b>3.70</b>	
Rubric 1: Planning for Scientific Understandings	2.33	4	4	
Rubric 2: Planning to Support Varied Student Learning Needs	3.1	3.5	3.5	
Rubric 3: Using Knowledge of Students to Inform Teaching and Learning	3.44	3.5	3.5	
Rubric 4: Identifying and Supporting Language Demands	3.25	4	4	
Rubric 5: Planning Assessments to Monitor and Support Student Learning	3.27	3.5	3.5	
<b>Task 2 – Instruction</b>	<b>3.08</b>	<b>3.70</b>	<b>3.70</b>	
Rubric 6: Learning Environment	3.25	4	4	
Rubric 7: Engaging Students in Learning	3.15	3.5	3.5	
Rubric 8: Deepening Student Learning	3.1	3.5	3.5	
Rubric 9: Subject-Specific Pedagogy: Analyzing Evidence and/or Data	3.1	4	4	
Rubric 10: Analyzing Teaching Effectiveness	2.83	3.5	3.5	
<b>Task 3 – Assessment</b>	<b>3.28</b>	<b>3.8</b>	<b>3.8</b>	
Task 11: Analysis of Student Learning	3.33	4	4	
Task 12: Providing Feedback to Guide Learning	3.63	4.5	4.5	
Task 13: Student Understanding and Use of Feedback	3.13	3.5	3.5	
Task 14: Analyzing Students' Language Use and Science Learning	3.08	3.5	3.5	
Task 15: Using Assessment to Inform Instruction	3.23	3.5	3.5	
<b>Total Score</b>	<b>48.12</b>	<b>56</b>	<b>56</b>	

Secondary Social Sciences	All Sec N=27	All N=6	UG N=2	Master N=4
<b>Task 1 – Planning</b>	<b>3.28</b>	<b>3.4</b>	<b>3</b>	<b>3.6</b>
Rubric 1: Planning for History/Social Studies Understandings	2.33	3.5	3.5	3.5
Rubric 2: Planning to Support Varied Student Learning Needs	3.1	3.5	3	3.75
Rubric 3: Using Knowledge of Students to Inform Teaching and Learning	3.44	3.33	3	3.5
Rubric 4: Identifying and Supporting Language Demands	3.25	3.33	2.5	3.75
Rubric 5: Planning Assessments to Monitor and Support Student Learning	3.27	3.33	3	3.5
<b>Task 2 – Instruction</b>	<b>3.08</b>	<b>3.10</b>	<b>3</b>	<b>3.15</b>
Rubric 6: Learning Environment	3.25	3.17	3	3.25
Rubric 7: Engaging Students in Learning	3.15	3.17	3	3.25
Rubric 8: Deepening Student Learning	3.1	3.17	3	3.25
Rubric 9: Subject-Specific Pedagogy	3.1	3	3	3
Rubric 10: Analyzing Teaching Effectiveness	2.83	3	3	3
<b>Task 3 – Assessment</b>	<b>3.28</b>	<b>3.2</b>	<b>3.1</b>	<b>3.25</b>
Task 11: Analysis of Student Learning	3.33	3.17	3	3.25
Task 12: Providing Feedback to Guide Learning	3.63	3.83	3.5	4
Task 13: Student Understanding and Use of Feedback	3.13	2.67	2.5	2.75
Task 14: Analyzing Students' Language Use and Science Learning	3.08	3.33	3.5	3.25
Task 15: Using Assessment to Inform Instruction	3.23	3	3	3
<b>Total Score</b>	<b>48.12</b>	<b>48.5</b>	<b>45.5</b>	<b>50</b>



World Languages	N=2
<b>Task 1 – Planning</b>	<b>3.20</b>
Rubric 1: Planning for Communicative Proficiency in the Target Language	3.5
Rubric 2: Planning to Support Varied Student Learning Needs	3
Rubric 3: Using Knowledge of Students to Inform Teaching and Learning	3
Rubric 4: Planning Assessments to Monitor and Support Students' Development of Communicative Proficiency in the Target Language	3.5
<b>Task 2 – Instruction and Engaging Students in Learning</b>	<b>3</b>
Rubric 5: Learning Environment	2.2
Rubric 6: Engaging Students' Target Language Communication	2
Rubric 7: Deepening Student Communicative Proficiency in the Target Language	1.5
Rubric 8: Subject-Specific Pedagogy	2.5
Rubric 9: Analyzing Teaching Effectiveness	2
<b>Task 3 – Assessing Student Learning</b>	<b>3</b>
Rubric 10: Analysis of Student Communicative Proficiency in the Target Language	2.67
Rubric 11: Providing Feedback to Guide Student Development of Communicative Proficiency in the Target Language	2.5
Rubric 12: Student Understanding and Use of Feedback	2.75
Rubric 13: Using Assessment to Inform Instruction	2.5
<b>Total Score</b>	<b>35</b>

K-12 Performing Arts	N=9
<b>Task 1 – Planning</b>	<b>3.16</b>
Rubric 1: Rubric 1: Planning for Developing Student Knowledge and Skills in the Performing Arts	3.22
Rubric 2: Planning to Support Varied Student Learning Needs	3.33
Rubric 3: Using Knowledge of Students to Inform Teaching and Learning	3.22
Rubric 4: Identifying and Supporting Language Demands	3
Rubric 5: Planning Assessments to Monitor and Support Student Learning	3
<b>Task 2 – Instruction</b>	<b>2.96</b>
Rubric 6: Learning Environment	3.11
Rubric 7: Engaging Students in Learning	3.22
Rubric 8: Deepening Learning	2.89
Rubric 9: Subject-Specific Pedagogy	2.89
Rubric 10: Analyzing Teaching Effectiveness	2.67
<b>Task 3 – Assessment</b>	<b>3.36</b>
Rubric 11: Analysis of Student Learning	3.33
Rubric 12: Providing Feedback to Guide Learning	3.89
Rubric 13: Student Understanding and Use of Feedback	3
Rubric 14: Analyzing Students' Language Use and Performing Arts Learning	3.44
Task 15: Using Assessment to Inform Instruction	3.11
<b>Total Score</b>	<b>47.33</b>

English as an Additional Language	N=2
<b>Task 1 – Planning</b>	<b>3.40</b>
Rubric 1: Rubric 1: Planning for Language Development within Content-Based Instruction	3.5
Rubric 2: Planning to Support Varied Student Learning Needs	2
Rubric 3: Using Knowledge of Students to Inform Teaching and Learning	3.5
Rubric 4: Identifying and Supporting Language Demands	4
Rubric 5: Planning Assessments to Monitor and Support Students’ Development of English Language	4
<b>Task 2 – Instruction</b>	<b>3.20</b>
Rubric 6: Learning Environment for English Language Development within Content-Based Instruction	3
Rubric 7: Engaging Students’ English Language Development within Content-Based Instruction	3.5
Rubric 8: Deepening Student English Language Development within Content-Based Instruction	3
Rubric 9: Subject-Specific Pedagogy	3
Rubric 10: Analyzing Teaching Effectiveness	3.5
<b>Task 3 – Assessment</b>	<b>3.5</b>
Rubric 11: Analysis of Students’ Development of English Language Proficiency through Content-Based Instruction	4
Rubric 12: Providing Feedback to Guide Student Development of English Language Proficiency within Content-Based Instruction	3
Rubric 13: Student Understanding and Use of Feedback	4
Rubric 14: Analyzing Students’ Language Use and Content Understanding	3
Task 15: Using Assessment to Inform Instruction of English Language with Content	3.5
<b>Total Score</b>	<b>50.5</b>