Teacher Education at Purdue
Teaching Performances Report for Gate D

Program: All*
Course(s): All
Semester(s): Fall 2007, Spring 2008

I. Planning Instruction: The teacher plans instruction based upon: (1) knowledge of students' learning needs and interests; (2) knowledge of community, school, and classroom factors; (3) the subject matter focus of the unit/lesson(s); (4) strategies and resources, including technology; and (5) the focus of student assessments; in order to support student learning.

Criteria	Performance Ratings									
	1: Beginning *(little or no evidence)*		2: Developing *(limited evidence)*		3: Proficient *(sufficient evidence)*		4: Expert *(clear, consistent, convincing evidence)*		Total	
	N	%	N	%	N	%	N	%	N	Mean
I.1 Knowledge of Students' Learning Needs and Interests	0	0.00%	7	2.86%	93	37.96%	145	59.18%	245	3.56
I.2 Knowledge of Community, School, and Classroom Factors	0	0.00%	11	4.49%	91	37.14%	143	58.37%	245	3.54
I.3 Subject Matter Focus of the Unit/Lesson(s)	0	0.00%	5	2.04%	84	34.29%	156	63.67%	245	3.62
I.4 Strategies and Resources, Including Technology, to Support Student Learning	0	0.00%	11	4.49%	113	46.12%	121	49.39%	245	3.45
I.5 Focus of Student Assessments	1	0.41%	9	3.67%	97	39.59%	138	56.33%	245	3.52

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II. Teaching and Learning Experiences: The teacher coordinates teaching and learning experiences based on well-developed plans and: (1) sound instructional strategies, including the use of technology; (2) a positive learning environment; and (3) student communication opportunities; in order to support student learning.

Criteria	Performance Ratings									
	1: Beginning *(little or no evidence)*		2: Developing *(limited evidence)*		3: Proficient *(sufficient evidence)*		4: Expert *(clear, consistent, convincing evidence)*		Total	
	N	%	N	%	N	%	N	%	N	Mean
II.1 Sound Instructional Strategies, Including Use of Technology	0	0.00%	9	3.66%	100	40.65%	137	55.69%	246	3.52
II.2 Inclusive Learning Environment	1	0.41%	14	5.69%	72	29.27%	159	64.63%	246	3.58
II.3 Student Communication Opportunities	0	0.00%	10	4.07%	89	36.18%	147	59.76%	246	3.56

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III. Assessing Learners: The teacher assesses learners based on the focus of student assessments developed while planning instruction and (1) communicating performance expectations and assessment criteria; (2) monitoring students' daily learning and adjusting instruction; (3) the summative assessment of student performance; and (4) feedback to students about the quality of their work; in order to support student learning.

Criteria	Performance Ratings									
	1: Beginning *(little or no evidence)*		2: Developing *(limited evidence)*		3: Proficient *(sufficient evidence)*		4: Expert *(clear, consistent, convincing evidence)*		Total	
	N	%	N	%	N	%	N	%	N	Mean
III.1 Communicating Performance Expectations and Assessment Criteria	0	0.00%	8	3.23%	103	41.53%	137	55.24%	248	3.52
III.2 Monitoring Students' Daily Learning and Adjusting Instruction	1	0.40%	12	4.84%	89	35.89%	146	58.87%	248	3.53
III.3 Summative Assessment of Student Performance	0	0.00%	9	3.63%	119	47.98%	120	48.39%	248	3.45
III.4 Feedback to Students About the Quality of Their Work	0	0.00%	7	2.82%	121	48.79%	120	48.39%	248	3.46

IV. Reflecting on Learning and Teaching: The teacher reflects on: (1) the analysis of student learning and support for conclusions; and (2) the teacher's own practice; in order to improve the teacher's impact on student learning.

Criteria	Performance Ratings									
	1: Beginning *(little or no evidence)*		**2: Developing** *(limited evidence)*		**3: Proficient** *(sufficient evidence)*		**4: Expert** *(clear, consistent, convincing evidence)*		**Total**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**Mean**
IV.1 Teacher's Analysis of Student Learning and Support for Conclusions	0	0.00%	5	2.03%	121	49.19%	120	48.78%	246	3.47
IV.2 Teacher's Reflection on Practice	0	0.00%	8	3.25%	80	32.52%	158	64.23%	246	3.61

Holistic Summative Assessment: The holistic summative assessment rates the overall teaching performance based on the evidence provided of the teacher's ability to plan, deliver, and assess a standards-based instructional sequence, analyze student learning, and reflect on his or her instruction and student learning to improve teaching practice.

Criteria	Performance Ratings									
	1: Beginning *(little or no evidence)*		**2: Developing** *(limited evidence)*		**3: Proficient** *(sufficient evidence)*		**4: Expert** *(clear, consistent, convincing evidence)*		**Total**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**Mean**
Overall Performance	0	0.00%	3	1.19%	97	38.34%	153	60.47%	253	3.59

All* includes: AGED, ARTED, ECED, ELED,ENGED, ESS, FCS, MATHED, SOCIAL STUDIES, WORLD LANG ED.