**Please click the links within the table below to be taken directly to the data of choice.**

**Validity Data**

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| [Candidate Preservice Assessment of Student Teaching (CPAST)](#CPAST) | [Unit Plan](#UnitPlan) |
| [Student Teacher Performance Profile (STPP)](#STPP) | [Teacher Work Sample (TWS)](#TWS) |
| [PDE 430](#PDE430) | [ePortfolio](#Disposition) |
| [Dispositions](#Disposition) | [Diversity](#Diversity) |

**CPAST Validity Data**

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| **Item** | **CVR** | **Comments** |
| Q1. Plan for Instruction and Assessment - A. Focus for Learning: Standards and Objectives/Targets | 1 | All essential to good effective teaching and student learning Learning Is not dependent upon a physical resource  Assessment culturally relevant should refer to low ses, as well as gender, and diverse culture background Authentic assessments are imp but students are not evaluated on this form  My issue with the rubric is not the horizontal categories; I have issue with the equal weight of points between a 1 and 2 compared to a 2 or 3. For instance, a student teacher who lacks assessment but has nice materials is going to receive the same score as a student teacher with sub par materials who knows how to assess P-12 learning.  Point values on C— promoting learner growth is essential and a fundamental that should accrue point values prior to cultural relevance. This appears to be already addressed in the wording of D.  Validity of assessments is not gauged. Wording should jive between instruction and assessment. Are they differentiating instruction and assessment..then that word should be consistent between both constructs. |
| Q2. Plan for Instruction and Assessment - B. Materials and Resources | 0.833333 |
| Q3. Plan for Instruction and Assessment - C. Assessment of P-12 Learning | 1 |
| Q4. Plan for Instruction and Assessment - D. Differentiated Methods | 0.833333 |
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| Q6. Instructional Delivery - E. Learning Target and Directions | 0.833333 | Clarity is needed on H. The 1 appears to have no meaning to me so I wouldn’t know how to recognize it in reality.    For H. wording is key. Discuss or use a variety....changing and to or due to the possibility of lack of tech.  H digital technology can be taught conceptually without bing dependent upon an actual device  H.Does not allow for the candidate to have a lesson that does not involve technology. I. The descriptors make it difficult to get a 3 because it discusses creating the environment, but the mentor teacher usually is in charge of that aspect.  It may be difficult for a student to create a respectful environment if previously the cooperating teacher’s classroom management was poor.  Not all teaching may lend itself to using digital tools. Student teachers probably will not be creating the safe and respectful environment, but rather managing it.  Not every content area will utilize digital tools and/or resources regularly. An example would be a secondary mathematics classroom.  Capturing the attention of students digitally has become more necessary in the teaching profession but is not a must. Calculator usage, algebraic concepts...  Technology skill is essential but if students don’t have access they should be required to show skill Progression (h) Critical thinking is important but way it’s utilized and worded on this form is not always relevant to content  Though digital tools and resources are nice, they are not essential to learning.  Wording needs changed- get rid of AND and make it OR for letter H. |
| Q7. Instructional Delivery - F. Critical Thinking | 0.5 |
| Q8. Instructional Delivery - G. Checking for Understanding and Adjusting Instruction through Formative Assessment | 0.833333 |
| Q9. Instructional Delivery - H. Digital Tools and Resources | -0.5 |
| Q10. Instructional Delivery - I. Safe and Respectful Learning Environment | 0.666667 |
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| Q12. Assessment - J. Data-Guided Instruction | 0.5 | Data can be qualitative - noticing students aren’t getting it, etc  Data should be used to guide instruction but is not ultimate decision maker when instructing students.  Every decision made in the classroom must be Data Driven Formative assessment is essential  J3 vs J2 seems like a tough measurement for non-special ed majors.  L. Although this is extremely important, the list of descriptors is difficult to attain. Seeing both formative and summative in the same lesson is difficult.  Diagnostic is near impossible. |
| Q13. Assessment - K. Feedback to Learners | 0.833333 |
| Q14. Assessment - L. Assessment Techniques | 0.666667 |
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| Q16. Analysis of Teaching - M. Connections to Research and Theory | 0 | Evidence research is essential and needs to be based upon a theoretical perspective  I think a lot of this falls on the co-ops your department selects. Arming student teachers with good research could fall on deaf ears.  Student teachers should be thinking about best practices  The “and” is problematic in the 3 column. |
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| Q18. Professional Commitment and Behaviors - N. Participates in Professional Development | -0.16667 | N gives too much credence to the notion that faculty meeting and pd time is developmental. Student teachers are already developing professional skills because that’s the ideals of mentorship.  N. Students can easily meet this by attending a lame after school meeting.  N. Wording alteration to encourage student to seek out PD opportunity tied to areas of growth in areas of improvement identified by Coop and supervisor. Should also tie wording to M.  N-can this relate to M? P- they either are punctual or not-what is a 3?  PD is a professional commitment and is enhanced by times you are involved Family exposure is more realistic A strong work ethic is an essential  Professional development is very important for the emerging teacher but is very dependent on the types of PD offered. Not all PD initiatives are relevant to all classrooms.    Question N . I question what professional development is available considering school budgets prevent much PD for the teacher . This would also blend into lack of common prep time for teachers.  Student teachers need exposure to communication with parents.  Students should take advantage of relevant training and opportunities Some teachers don’t feel comfortable    To what level of N and O are necessary for success? |
| Q19. Professional Commitment and Behaviors - O. Demonstrates Effective Communication with Parents or Legal Guardians | -0.66667 |
| Q20. Professional Commitment and Behaviors - P. Demonstrates Punctuality | 1.166667 |
| Q21. Professional Commitment and Behaviors - Q. Meets Deadlines and Obligations | 1.166667 |
| Q22. Professional Commitment and Behaviors - R. Preparation | 1 |
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| Q24. Professional Relationships - S. Collaboration | 1.166667 | Get along but focus on making a difference in the classroom  S3 and S2 do not seem different enough to be valid.  T. Difficult for young professionals to truly advocate in the ways that are listed at this stage of their career.  T: hard to gauge advocacy and address this can they recognize and implement idea  This is one of the most important learning areas I believe a student teacher will have while in a placement. |
| Q25. Professional Relationships - T. Advocacy to Meet the Needs of Learners or for the Teaching Profession | -0.33333 |
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| Q27. Critical Thinking and Reflective Practice - U. Responds Positively to Constructive Criticism | 0.833333 | A must!!! Reflection is leads to good teaching  Definitely needed. Social media has made individuals resistant to constructive criticisms . Teachers are learners.  Needs further categories and weighting. This is the most essential and should include individual reflection that promotes outcomes for students and professional growth. Should tie to goal M and possible areas for growth identified by coop and supervisor.  There should be more here and separated into categories. More connections to other areas.  This should be weighted more heavily and the U1 should be broken into three separate skills. |
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**STPP Validity Data**

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| **Item** | **CVR** | **Comments** |
| Q1. Planning and Preparation (I) - 1. Understands content knowledge | 1 | #8 Student teachers need to look beyond teacher manuals with their planning and preparation, using their own creativity  1. Has the capacity to learn the content or seeks opportunities to learn the content. 2. and 3. There is a difference between planning/knowing the students and doing something about it. A score of 3 should be doing something about it and a 2 for recognizing it. 11. Wording should include more individualization  1.Understanding content should reflect capacity for learning it, more focus on discipline specific literacy as opposed to content.  3. Individualizations of resources to meet student needs should be the score of 3 Tier 3 must include individualizations in nearly every goal  3. Maybe change the performance indicator to differentiated instruction. Probably can combine 6 and 7.  4 add to RUBRIC rigor and Higher DOK, does objective meet established standard 8 highly interesting often misses the mark and ST puts fun Ahead of educationally relevant  Because this section is primarily theory and classroom based....these are mostly essential elements.  Ideally students can be somewhat prepared to be more flexible in merging university expectations for planning with district expectations.  Planning takes time; effective planning takes even more time.  Time management will help. Every item listed is essential  Some measurements should be binary. I-8, especially.  This section is very crucial to the success of our future teachers.  Use of data can depend upon data available and cooperating teachers willingness to participate in tha data collection process. This is a process that is learned . It also can be encouraged in daily data collection. Once again, 5e cooperating teacher has a significant role in this. |
| Q2. Planning and Preparation (I) - 2. Knowledge of students - Learner development | 0.857143 |
| Q3. Planning and Preparation (I) - 3. Knowledge of students - Student Needs | 0.857143 |
| Q4. Planning and Preparation (I) - 4. Selecting Instructional Outcomes - Developing Goals & Objectives | 1 |
| Q5. Planning and Preparation (I) - 5. Appropriately sequences and organized instructional plan | 0.857143 |
| Q6. Planning and Preparation (I) - 6. Demonstrates understanding of instructional planning - active engagement | 1 |
| Q7. Planning and Preparation (I) - 7. Demonstrates understanding of instructional planning - models, structure, and grouping | 0.857143 |
| Q8. Planning and Preparation (I) - 8. Incorporates outside resources into instructional plans | 0.571429 |
| Q9. Planning and Preparation (I) - 9. Selects/determines assessment strategies - congruence with outcomes | 0.714286 |
| Q10. Planning and Preparation (I) - 10. Selects/determines assessment strategies - types of assessments | 0.7154286 |
| Q11. Planning and Preparation (I) - 11. Use of data for planning | 0.714286 |
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| Q13. The Classroom Environment (II) - 1. Creating an environment of respect and rapport | 1 | #4 ST does not have control of lighting , heating, etc..... Physical learning resources that will be used needs to arrange by ST.  2. F student teacher should justify purpose of arrangement and tie to objectives and outcomes 3 should reflect management that meets student needs as opposed to consistency.  4 add that materials are ready for instruction  4. Include justification  Classroom management is a work in progress but most important to manage well respect is a skill that requires development and understanding  From my first experience with the Danielson model, I have felt that 1 and 2 should be combined ... difficult to distinguish these in a classroom.. or give separate value.  Give respect, to get respect. It’s earned not given.  Most of these are out of the student’s control. These will be firmly in place by the regular classroom teacher (Co-Op).  Seems rather difficult to assess, more dispositional in nature. |
| Q14. The Classroom Environment (II) - 2. Creating a culture for learning | 1 |
| Q15. The Classroom Environment (II) - 3. Manages classroom behaviors | 0.857143 |
| Q16. The Classroom Environment (II) - 4. Organizes physical space and materials | 0.4285714 |
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| Q18. Instruction (III) - 1. Demonstrates understanding of pedagogical and content knowledge | 0.857143 | #9 This will not always be possible.  3 teacher language should promote/ facilitate growth in discipline specific literacy 4 Questioning should allow students opportunity to respond through means that meet individual needs  4 questioning Skills need to adress verbal and written questions 8more support needed for mentor teachers to monitor, évaluateurs, and develop and maintain data  All are essential to be target, but Again instruction in 21st century skills begins with a conceptual understanding of classroom technology The focus on technology should be the larger context.  Everything in this domain is essential to success in the classroom. The teacher is modeling the educational process and productive citizenship during instruction through verbal and nonverbal communication, time management, assessment. All classrooms should promote the use of some form of technology as our society depends so heavily upon it.  III-8 should be weighted higher, maybe divide it into two separate measures. If we are grading people on this, III-4 should be an entire domain. It’s already an entire page.  Technology for technology’s sake is never a great idea. Sometimes good instruction gets lost in the shuffle of using the latest thing.  Technology is a great “tool” but is rarely essential to teaching and learning. Many of the areas in this section are influenced by the amount of experience a student teacher has to work with student in a direct capacity. Some student teachers are given more autonomy from their Co-Op to lead the classroom than others.  Technology should not be used for the sake of using it. |
| Q19. Instruction (III) - 2. Communicates directions and expectations | 0.857143 |
| Q20. Instruction (III) - 3. Expresses oral and written language | 1 |
| Q21. Instruction (III) - 4. Demonstrates questioning skills | 1 |
| Q22. Instruction (III) - 5. Engages students in learning | 1 |
| Q23. Instruction (III) - 6. Utilizes dimensions of classroom time - structure & pacing | 0.857143 |
| Q24. Instruction (III) - 7. Using assessment in instruction | 1 |
| Q25. Instruction (III) - 8. Reflects on learner progress and adapt instruction | 0.857143 |
| Q26. Instruction (III) - 9. Integrates technology into instruction | 0.285714 |
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| Q28. Professionalism (IV) - 1. Communicates professionally with learners and their families | 0.571429 | #4 should be expanded to specifically include sections on: professional dress, punctuality, appropriate boundaries, appropriate use/non-use of social media, etc  1. Exclude families 5. And, infuses feedback to improve.  Feedback should affect change in instructional practices  IV.4 Ideally I would like to see this weighted or evaluated differently. Student teachers are often not prepared to work in a professional way: dress, punctuality, social media, deadlines, boundaries with kids, etc. Problems here can distract from most other skills represented here. Also, students can be constrained here ... we generally don’t encourage parent meetings, etc.  Professional attire, expectations for professional behavior, boundaries with students should be added and instructed from the university and not solely 5e responsibility of the cooperating teacher.  Students need to be more aware of meeting professional responsibilities. Social media, student boundaries, punctuality, professional dress...these items do not go without saying anymore.  Teacher candidates need to view students as part of a family Opportunities to g Family exposure is limited    These should all be binary.  This section is not covered enough at the university level. (Dress code, interaction with the staff and students, behavior outside of class, and social media dangers) |
| Q29. Professionalism (IV) - 2. Communicates professionally within the educational community | 1 |
| Q30. Professionalism (IV) - 3. Collaborates with other professionals as instructional partners | 0.857143 |
| Q31. Professionalism (IV) - 4. Meets professional responsibilities | 1 |
| Q32. Professionalism (IV) - 5. Accepts constructive feedbank | 1 |
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**PDE 430 Validity Data**

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| **Item** | **CVR** | **Comments** |
| Q1. Category I: Planning and Preparation - Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student Teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context. | 1 | Evidence is the key. The question is how do you know (that this element has been met  While it is essential that students have content knowledge, reality is universities cannot possibly address every piece of content that student teachers may need to have. Therefore, student teachers need to possess self-awareness of this and need to seek out opportunities/resources to develop thorough knowledge of content that they are expected to teach. |
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| Q3. Category II: Classroom Environment - Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which student feels safe, valued, and respected, by instituting routines and setting clear expectations for student behavior. | 0.846154 | Completing this section shows or proves that their presence in the classroom provides an appropriate environment.  Equitable - what is best for the needs of each individual student. Equitable may not mean everyone gets the exact same thing.  Should be required to impement a béhavior management plan  This is largely based on the regular classroom teacher. |
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| Q5. Category III: Instructional Delivery - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies. | 1 | Integration of disciplines Winnie the educational curriculum is not reflected on cpast or stpp but it should be  This category is the heart of becoming an effective instructor. All elements are essential.  What about assessment? |
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| Q7. Category IV: Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building. | 1 | A disconnect seems to exist here between what districts expect and what students are prepared for. Stunning to me that the state certifies at a 4. I don’t love this as an assessment.  If student teachers score a 1 or lower, they should be pulled from student teaching  More detail.  Organizational skills are the heart of serving as an effective results oriented professional.  very watered down compared to the STPP . I believe that this assessment is not necessary for the university since the STPP is more thorough. |
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**Disposition Validity Data**

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| **Item** | **CVR** | **Comments** |
| Q1. Professional Commitment and Responsibility - 1. Maintains confidentiality as appropriate | 1 | Each one of these is on point and absolutely essential to the assessment of teacher candidates  Enthusiasm is a behavior trait that may not be outwardly expressed. I know what you are trying to say...but I don’t know how to express that. Other words...shows desire, drive, self-motivated. Same with 5. I think there’s a different word you want to use to capture what you are trying to assess.  Enthusiastic and enthusiasm are subjective terms....demonstrating a drive, desire, motivation towards teaching....Try creative or innovative instructional approach instead of 5  Professional appearance is subjective in different situations.  The goal is to exhibit good character and to know the difference was isn’t. Enthusiasm is noteworthy, but shown differently by effective teachers.  Very important to evaluate these regularly. |
| Q2. Professional Commitment and Responsibility - 2. Is enthusiastic toward teaching and learning | 0.384615 |
| Q3. Professional Commitment and Responsibility - 3. Exhibits professional standards in appearance | 0.692308 |
| Q4. Professional Commitment and Responsibility - 4. Is prepared and punctual | 1 |
| Q5. Professional Commitment and Responsibility - 5. Is enthusiastic about instructional content | 0.692308 |
| Q6. Professional Commitment and Responsibility - 6. Demonstrates academic honesty | 1 |
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| Q8. Professional Relationships and Fairness - 1. Maintains high expectations for self and others | 0.846154 | 1. How is this measured and is il valid 3 define this better  Positive relationships are essential in the building as well in the classroom. |
| Q9. Professional Relationships and Fairness - 2. Considers diverse opinions and perspectives | 0.846154 |
| Q10. Professional Relationships and Fairness - 3. Exhibits respect for self and others | 1 |
| Q11. Professional Relationships and Fairness - 4. Recognizes and promotes diversity of individuals and groups | 0692308 |
| Q12. Professional Relationships and Fairness - 5. Acts compassionately towards others | 0.846154 |
| Q13. Professional Relationships and Fairness - 6. Is patient and flexible | 0.846154 |
| Q14. Professional Relationships and Fairness - 7. Collaborates with peers and supports their development | 0.846154 |
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| Q16. Critical Thinking and Reflective Practice - 1. Is able to think critically and effectively solve problems | 1 | :)  6-Reflects HONESTLY upon practice.  Great to see these measured consistently.  Reflection is so important and is often not possible time wise ... as much reflection should be done continuously This assessment is great!  Reflective behaviors are the key to serving as a professional educator. Maturity must be clearly defined to be understood and demonstrated.  This entire form is extremely well designed |
| Q17. Critical Thinking and Reflective Practice - 2. Addresses issues and concerns in a professional manner | 1 |
| Q18. Critical Thinking and Reflective Practice - 3. Accepts critical feedback in a professional manner | 1 |
| Q19. Critical Thinking and Reflective Practice - 4. Implements feedback in a professional manner | 1 |
| Q20. Critical Thinking and Reflective Practice - 5. Seeks and accepts help when needed | 1 |
| Q21. Critical Thinking and Reflective Practice - 6. Reflects upon his/her professional practice | 1 |
| Q22. Critical Thinking and  Reflective Practice - 7. Sets goals for continuous improvement | 1 |
| Q23. Critical Thinking and Reflective Practice - 8. Evaluates attainment of professional goals | 1 |

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**Unit Plan Validity Data**

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| **Item** | **CVR** | **Comments** |
| Q1. Criteria: - 1. Goals, Rationale and Objectives | 0.272727 | 7. In category 3 target the word to is missing and highly is subjective 6. State of the art needs defined 9. Resources could also include online virtual connections  Flexibility- what do you do when your well designed plan doesn’t work?    Integration of technology is important, but may not always be "state of the art" Some units may not lend themselves to include community resources.  Teacher candidates need to learn the skill of articulating clear learning goals for their students. Rationales provide enduring understanding supportive of the specific lesson objectives. These understandings and objectives must be well defined within in the unit plan. The use of technology and available resources may be utilized directly or conceptually presented within the unit plan and used to provide relevancy and contemporary application for the overall learning goal/s.  Technology during the lesson or in the preparation of the lesson? Could this be specified? For the secondary classroom, I believe it may not be necessary to use tech during the lesson.  Technology, depending upon how it is used, can actually detract from the learning experience. The use of technology MUST make sense in the context of the lesson and lend itself to furthering their students' knowledge - not as something to "check off" or to create "busy" work.  The criteria are all essential, but the rubric (much like that of the STPP) does not seem to be specific enough to help the student teacher understand how to improve. Rubrics are tough and I don't really have any suggestions to clear them up. |
| Q2. Criteria: - 2. Academic Content Standards | 0.636364 |
| Q3. Criteria: - 3. Content Knowledge | 0.454545 |
| Q4. Criteria: - 4. Content-specific Teaching Strategies | 0.454545 |
| Q5. Criteria: - 5. Meaningful Learning Experiences | 0.636364 |
| Q6. Criteria: - 6. Use of Technology | -0.27273 |
| Q7. Criteria: - 7. Formative and Summative Assessments | 0.636364 |
| Q8. Criteria: - 8. Accommodations/Differentiation | 0.636364 |
| Q9. Criteria: - 9. Resources | -0.09091 |

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**Teacher Work Sample (TWS) Validity Data**

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| **Item** | **CVR** | **Comments** |
| Q1. Criteria: - 1. Pre-assessment | 0.818182 | All areas of this assessment are essential. Good planning from the beginning will lead to a well-executed plan.  All criteria is needed for student teachers to successfully deliver an effective instructional unit!  All items listed are essential to a well though out unit plan, especially the data analysis piece. Through analysis and reflection of contextual factors and assessment data, teacher candidates have the opportunity to demonstrate the ability to plan lessons, design assessments, choose appropriate instructional strategies, collect and analyze data, and reflect on implications for future instruction.  Confusion regarding implementation because students don’t know how to pre-asses difference between skill and content based preassessment Is anticipation guide an effective preassessment tool KWL chart is this a good pre assessment    Data analysis is weighted very heavily in our district. Might be useful in both placements.  The Implications for Future Teaching probably should have expanded questions, or there should be guiding questions in the data analysis sections (i.e. what changes were made based on the data?)  The Qualifications are the same as those required for the SLO for in service teachers. Training would help to lead teachers on how to analyze data and use .    What is the difference between "extensive" and "substantial"? |
| Q2. Criteria: - 2. Post-assessment | 1 |
| Q3. Criteria: - 3. Data Analysis | 1 |
| Q4. Criteria: - 4. Implications for Future Teaching | 1 |
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**ePortfolio Validity Data**

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| Q1. Criteria: - 1. Includes evidence of Social Media connections and Personal Learning Networks | -0.07692 | #11 needs to have clearly defined and integrated criteria/elements. 21st Century Skill development should be identified and receive direct instruction within teacher training programs. Stress evidence similar to use of the PDE 430A. Be careful teacher candidates are well versed using technology (the mechanics of classroom and educational technology.  1 Guide students to PLN that is relevant and expands their professional practice 11 needs to be more rigorous, use variety of tech resources, each week needs to be different at least 12 program assignments....info graphics, quizzes, edpuzzle, no SMART board in classroom  For 11. Phase in more variety. Smart board lessons!? 13 is assessing ISTE Stamdard 6b. Not 6a  I believe the reflective pieces could be combined into one  Standard 1 needs the word “professional” before social media.  Student professional social media should be part of the wording Social media presence should be part of disposition form. Not sure how this is assessing anything. Needs criteria to establish what it means to make/not make standards.    The lack of a rubric makes this difficult to assess. |
| Q2. Criteria: - 2. Models technology standards within projects provided | 0.384615 |
| Q3. Criteria: - 3. Provides evidence of new digital resources and tools and reflection on the adoption of these resources and tools | 0.846154 |
| Q4. Criteria: - 4. Design provides examples of digital learning and collaboration with field experiences | 0.846154 |
| Q5. Criteria: - 5. Provides evidence of positive and socially responsible online behavior | 1 |
| Q6. Criteria: - 6. Reflects on safe, legal, and ethical online practices | 1 |
| Q7. Criteria: - 7. Demonstrates planning and reflection of authentic learning experience design | 0.692308 |
| Q8. Criteria: - 8. Includes reflection of collaborative tools and experiences | 0.538462 |
| Q9. Criteria: - 9. Documents a project, like a technology lesson or SMART lesson, which fosters independent learning and accommodates learner needs | 0.692308 |
| Q10. Criteria: - 10. Provides authentic learning projects using digital tools and resources that align with content standards | 0.846154 |
| Q11. Criteria: - 11. Includes a minimum of four program assignments that demonstrate the use of digital media | 0.230769 |
| Q12. Criteria: - 12. Provides a framework for the ePortfolio based on the ISTE Standards for Educators | 0.692308 |
| Q13. Criteria: - 13. Documents the ability to manage the use of technology in digital platforms | 1 |
| Q14. Criteria: - 14. Provides evidence of technology which designs and implements assessments  [Back to Top](#BTT) | 0.384615 |

**Diversity Validity Data**

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| **Item** | **CVR** | **Comments** |
| Q1. Criteria: preparation | 0.2 |  |
| Q2. Criteria:punctuality | 0.2 |  |
| Q3. Criteria: content language | 0.6 |  |
| Q4. Criteria: content diversity | 0.8 |  |
| Q5. Criteria: organziation | -0.6 |  |
| Criteria 6: Conventions | -0.6 |  |

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