

# **University of Richmond Teacher Education Program**

**CAEP Annual Report Data  
January 2022**

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## The Learner and Learning:

### InTASC Language

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### The Learner & Learning: Final Evaluation Items

Specific InTASC	Item	Spring 2021 (N=13)	Fall 2021 (N=8)	Previous Means (F18-F20) N=74
1,2	Professional Knowledge	2.46	2.88	2.66
3	Learning Environment	2.77	2.38	2.68

Items range from 0-3

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### The Learner & Learning: Capstone Portfolio Items

Specific InTASC	Item	Spring 2021 (N=12)	Fall 2021 (N=11)	Previous Means (N=73)
1,2	Section 1: Ability to access and describe comprehensive and reliable contextual information that will be relevant to future planning, delivery, and assessment decisions	2.67	2.64	2.67
1,2	Section 1: Articulation of the ways specific instructional strategies and resources might be used to address learning differences (including, but not limited to, ELL, SPED and 504 mandates) within the context.	2.25	2.27	2.41
3	Section 1: Description of classroom behavior and management strategies that might be used in this context to encourage positive social interaction and ensure an inclusive learning environment	2.00	2.18	2.27
2	Section 4: Written rationale of showcased lesson: Ability to highlight relevant strategies and technologies including differentiation, and classroom behavior and management techniques and provide clear, research-based rationales for each.	2.25	2.73	2.52

Items range from 0-3

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## The Learner & Learning: Formative Observation Items

Specific InTASC	Item	Spring 2021 (N=12)	Fall 2021 (N=11)	Previous Means (N=73)
1	Criteria 2: Delivery Process	2.62	2.36	2.53
1	Criteria 3: Fostered Engagement	2.31	2.27	2.53
1,2,3	Criteria 6: Rules and Procedures	2.46	2.27	2.79
3	Criteria 7: With-it-ness	2.62	2.36	2.63

Items range from 0-3

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## Content Knowledge InTASC Standards

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### Content Knowledge: Final Evaluation Items

InTASC	Item	Spring 2021 (N=13)	Fall 2021 (N=8)	Previous Means (F18-F20) N=74
4,5	Professional Knowledge	2.46	2.88	2.66

Items range from 0-3

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### Content Knowledge: Capstone Portfolio Items

Specific InTASC	Item	Spring 2021	Fall 2021	Previous Means
5	Section 2: Ability to connect critical content/concepts/skills to learners' experiences and local/global issues	2.33	2.36	2.34
4	Section 2: Content Knowledge Ability to identify and demonstrate (through written description and visual images) knowledge of t	2.75	2.64	2.66
4	Section 2: Pedagogical Content Knowledge: Ability to consider and describe multiple representations and explanations of criteria	2.50	2.36	2.37
5	Section 2: Technological Pedagogical Content Knowledge:	2.25	2.00	2.04
5	Section 4: Written rationale of showcased lesson: Ability to highlight relevant strategies and technologies including different	2.25	2.73	2.52

Items range from 0-3

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## Content Knowledge: Formative Observation Items

Specific InTASC	Item	Spring 2021	Fall 2021	Previous Means
4	Criteria 1: Established Purpose Activated Prior Knowledge	2.46	2.55	2.42
4,5	Criteria 2: Delivery Process	2.62	2.36	2.53
4,5	Criteria 3: Fostered Engagement	2.31	2.27	2.53

Items range from 0-3

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## Instructional Practice InTASC Standards

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### Instructional Practice: Final Evaluation Items

InTASC	Item	Spring 2021 (N=13)	Fall 2021 (N=8)	Previous Means (F18- F20) N=74
6	Criteria: Assessment of and for Student Learning	2.38	2.13	2.42
8	Criteria: Instructional Delivery	2.77	2.63	2.62
7	Criteria: Instructional Planning	2.46	2.5	2.53

Items range from 0-3

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### Instructional Practice: Formative Observation Items

Specific InTASC	Item	Spring 2021	Fall 2021	Previous Means
7,8	Criteria 1: Established Purpose Activated Prior Knowledge	2.46	2.55	2.42
8	Criteria 2: Delivery Process	2.62	2.36	2.53
6,7,8	Criteria 3: Fostered Engagement	2.31	2.27	2.53
7, 8	Criteria 4: Content Command	2.31	2.55	2.57
6, 7, 8	Criteria 5: Lesson Closure	2.46	2.36	2.37
7, 8	Criteria 7: With-it-ness	2.62	2.36	2.63

Items range from 0-3

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## Instructional Practice: Capstone Portfolio Items

Specific InTASC	Item	Spring 2021	Fall 2021	Previous Means
7	Section 1: Ability to access and describe comprehensive and reliable contextual information that will be relevant to future pla	2.67	2.64	2.67
7	Section 1: Articulation of the ways specific instructional strategies and resources might be used to address learning differenc	2.25	2.27	2.41
8	Section 2: Technological Pedagogical Content Knowledge:	2.25	2.00	2.04
6	Section 3: Ability to craft learning objectives	2.83	2.55	2.78
6	Section 3: Alignment of assessment questions/rubrics to the stated learning objectives.	2.83	2.45	2.49
6	Section 3: Articulation of a sound assessment strategy	2.67	2.45	2.45
7,8	Section 4: For all written lesson plans: Use of context, content, and pedagogy to select, create, and sequence learning experiences	2.67	2.55	2.60
7	Section 4: Written rationale of showcased lesson: Ability to highlight relevant strategies and technologies including different	2.25	2.73	2.52
6	Section 5: Implications for future practice	2.25	2.36	2.17
6	Section 5: Interpretation and presentation of assessment data	2.42	2.27	2.47

Items range from 0-3

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## Professional Responsibility InTASC Standards

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession

### Professional Responsibility: Final Evaluation Items

InTASC	Item	Spring 2021 (N=13)	Fall 2021 (N=8)	Previous Means (F18-F20) N=74
9,10	Criteria: Professionalism	2.62	2.63	2.77

Items range from 0-3

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### Professional Responsibility: Capstone Portfolio Items

Specific InTASC	Item	Spring 2021	Fall 2021	Previous Means
9	Section 5: Implications for future practice	2.25	2.36	2.17
9	Section 5: Interpretation and presentation of assessment data	2.42	2.27	2.47
9, 10	Section 6: Plan for future professional growth based on professional practice during student teaching	2.25	2.27	2.17
9, 10	Section 6: Reflection on experiences connecting with parents and community during the student teaching experience.	1.75	2.45	2.21
9, 10	Section 6: Reflection on overall student growth and student teacher professional practice during the portfolio unit	2.50	2.55	2.21
9, 10	Section 6: Reflection on overall student growth and student teacher professional practice during the student teaching experience	2.50	2.55	2.45

Items range from 0-3

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