

University of Richmond Teacher Education Program Key Assessment Data

April 2023

Results presented by InTASC category and aligned with CAEP R1.1, R1.2, R1.3, and R1.4

Table of Contents

TABLE OF CONTENTS	2
THE LEARNER AND LEARNING (1-3):.....	3
THE LEARNER & LEARNING: FINAL EVALUATION ITEMS.....	4
THE LEARNER & LEARNING: CAPSTONE PORTFOLIO ITEMS	4
THE LEARNER & LEARNING: FORMATIVE OBSERVATION ITEMS.....	5
THE LEARNER & LEARNING: PROFESSIONAL GROWTH PLAN.....	5
CONTENT KNOWLEDGE INTASC STANDARDS (4-5).....	6
CONTENT KNOWLEDGE: FINAL EVALUATION ITEMS.....	7
CONTENT KNOWLEDGE: CAPSTONE PORTFOLIO ITEMS	7
CONTENT KNOWLEDGE: FORMATIVE OBSERVATION ITEMS.....	8
INSTRUCTIONAL PRACTICE INTASC STANDARDS (6-8).....	9
INSTRUCTIONAL PRACTICE: FINAL EVALUATION ITEMS.....	10
INSTRUCTIONAL PRACTICE: FORMATIVE OBSERVATION ITEMS	10
INSTRUCTIONAL PRACTICE: CAPSTONE PORTFOLIO ITEMS.....	11
INSTRUCTIONAL PRACTICE: PROFESSIONAL GROWTH PLAN.....	12
PROFESSIONAL RESPONSIBILITY INTASC STANDARDS (9-10)	13
PROFESSIONAL RESPONSIBILITY: FINAL EVALUATION ITEMS.....	14
PROFESSIONAL RESPONSIBILITY: CAPSTONE PORTFOLIO ITEMS	14

The Learner and Learning (1-3):

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)	Spring 2022 (N=10)	Previous Means (F18-F20) N=74
1,2	Professional Knowledge	2.46	2.88	2.70	2.66
3	Learning Environment	2.77	2.38	2.50	2.68

Items range from 0-3

[Dashboard Link](#)

The Learner & Learning: Capstone Portfolio Items

Specific InTASC	Item	Spring 2021 (N=12)	Fall 2021 (N=11)	Spring 2022 (N=13)	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	2.69	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	2.08	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	2.46	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	2.54	2.52

Items range from 0-3

[Dashboard Link](#)

The Learner & Learning: Formative Observation Items

Specific InTASC	Item	Spring 2021	Fall 2021	Spring 2022	Previous Means
1	Criteria 2: Delivery Process	2.62	2.36	2.33	-
1	Criteria 3: Fostered Engagement	2.31	2.27	2.44	2.53
1,2,3	Criteria 6: Rules and Procedures	2.46	2.27	2.33	2.79
3	Criteria 7: With-it-ness	2.62	2.36	2.56	2.63

Items range from 0-3

[Dashboard Link](#)

The Learner & Learning: Professional Growth Plan

Specific InTASC	Item	Spring 2022 ST	Fall 2021 ST	Fall 2022 ST	Previous Cycles
1,2	Differentiation Artifact	1	1	1	.95
1,2	Differentiation - Established Relevance	.92	.91	.62	.95
1,2	Differentiation Reflection	1	1	.92	.92
1,2	Differentiation Growth Plan	1	1	.92	.92

Items range from 0-1

(No Dashboard): Deborah (DCP) notes that candidates have generally struggled with establishing the relevance of the document and tying it to instructional practices and the standard. They work collaboratively through the growth plan components

Content Knowledge InTASC Standards (4-5)

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)	Spring 2022 (N=10)	Previous Means (F18-F20) N=74
4,5	Professional Knowledge	2.46	2.88	2.70	2.66

Items range from 0-3

[Dashboard Link](#)

Content Knowledge: Capstone Portfolio Items

Specific InTASC	Item	Spring 2021	Fall 2021	Spring 2022 (N=10)	Previous Means
5	Section 2: Ability to connect critical content/concepts/skills to learners' experiences and local/global issues	2.33	2.36	2.31	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	2.46	2.66
4	Section 2: Pedagogical Content Knowledge: Ability to consider and describe multiple representations and explanations of critica	2.50	2.36	2.46	2.37
5	Section 2: Technological Pedagogical Content Knowledge:	2.25	2.00	2.15	2.04
5	Section 4: Written rationale of showcased lesson: Ability to highlight relevant strategies and technologies including different	2.25	2.73	2.54	2.52

Items range from 0-3

[Dashboard Link](#)

Content Knowledge: Formative Observation Items

Specific InTASC	Item	Spring 2021	Fall 2021	Spring 2022 (N=9)	Previous Means
4	Criteria 1: Established Purpose Activated Prior Knowledge	2.46	2.55	2.67	2.42
4,5	Criteria 2: Delivery Process	2.62	2.36	2.33	2.53
4,5	Criteria 3: Fostered Engagement	2.31	2.27	2.44	2.53

Items range from 0-3

[Dashboard Link](#)

Instructional Practice InTASC Standards (6-8)

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)	Spring 2022 (N=10)	Previous Means (F18-F20) N=74
6	Criteria: Assessment of and for Student Learning	2.38	2.13	2.40	2.42
8	Criteria: Instructional Delivery	2.77	2.63	2.70	2.62
7	Criteria: Instructional Planning	2.46	2.5	2.70	2.53

Items range from 0-3

[Dashboard Link](#)

Instructional Practice: Formative Observation Items

Specific InTASC	Item	Spring 2021	Fall 2021	Spring 2022 (N=10)	Previous Means
7,8	Criteria 1: Established Purpose Activated Prior Knowledge	2.46	2.55	2.67	2.42
8	Criteria 2: Delivery Process	2.62	2.36	2.33	2.53
6,7,8	Criteria 3: Fostered Engagement	2.31	2.27	2.44	2.53
7, 8	Criteria 4: Content Command	2.31	2.55	2.78	2.57
6, 7, 8	Criteria 5: Lesson Closure	2.46	2.36	2.38	2.37
7, 8	Criteria 7: With-it-ness	2.62	2.36	2.56	2.63

Items range from 0-3

[Dashboard Link](#)

Instructional Practice: Capstone Portfolio Items

Specific InTASC	Item	Spring 2021	Fall 2021	Spring 2022	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	2.69	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	2.08	2.41
8	Section 2: Technological Pedagogical Content Knowledge:	2.25	2.00	2.15	2.04
6	Section 3: Ability to craft learning objectives	2.83	2.55	2.62	2.78
6	Section 3: Alignment of assessment questions/rubrics to the stated learning objectives.	2.83	2.45	2.46	2.49
6	Section 3: Articulation of a sound assessment strategy	2.67	2.45	2.38	2.45
7,8	Section 4: For all written lesson plans: Use of context, content, and pedagogy to select, create, and sequence learning experie	2.67	2.55	2.46	2.60
7	Section 4: Written rationale of showcased lesson: Ability to highlight relevant strategies and technologies including different	2.25	2.73	2.54	2.52
6	Section 5: Implications for future practice	2.25	2.36	2.23	2.17
6	Section 5: Interpretation and presentation of assessment data	2.42	2.27	2.54	2.47

Items range from 0-3

[Dashboard Link](#)

Instructional Practice: Professional Growth Plan

Specific InTASC	Item	Spring 2022 ST	Fall 2021 ST	Fall 2022	Previous Cycles
6	Assessment Artifact	1	1	1	1
6	Assessment - Established Relevance	1	1	.85	.95
6	Assessment Reflection	1	1	1	.95
6	Assessment Growth Plan	1	1	1	.92
8	Technology Artifact	1	1	1	0.95
8	Technology - Established Relevance	1	1	.85	0.95
8	Technology - Established Relevance	1	1	1	0.90
8	Technology - Established Relevance	1	1	1	0.85

Items range from 0-1

(No Dashboard): Deborah (DCP) notes that candidates have generally struggled with establishing the relevance of the document and tying it to instructional practices and the standard. They work collaboratively through the growth plan components.

Professional Responsibility InTASC Standards (9-10)

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)	Spring 2022 (N=10)	Previous Means (F18-F20) N=74
9,10	Criteria: Professionalism	2.62	2.63	2.80	2.77

Items range from 0-3

[Dashboard Link](#)

Professional Responsibility: Capstone Portfolio Items

Specific InTASC	Item	Spring 2021	Fall 2021	Spring 2022 (N=13)	Previous Means
9	Section 5: Implications for future practice	2.25	2.36	2.23	2.17
9	Section 5: Interpretation and presentation of assessment data	2.42	2.27	2.54	2.47
9, 10	Section 6: Plan for future professional growth based on professional practice during student teaching	2.25	2.27	2.23	2.17
9, 10	Section 6: Reflection on experiences connecting with parents and community during the student teaching experience.	1.75	2.45	2.08	2.21
9, 10	Section 6: Reflection on overall student growth and student teacher professional practice during the portfolio unit	2.50	2.55	2/23	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	2.46	2.45

Items range from 0-3

[Dashboard Link](#)