

University of Richmond

Teacher Education Program Key Assessment Data

CAEP Annual Report - April 2026

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

Teacher Education Program - Final Evaluation Items

Spring + Fall 2025				
Specific InTASC	Item	Mean	% Meets	N
1,2,3,5	2021 VUPS 1: Professional Knowledge	2.44	100%	16
7	2021 VUPS 2: Instructional Planning	2.31	88%	16
8	2021 VUPS 3: Instructional Delivery	2.44	94%	16
6	2021 VUPS 4: Assessment of and for Student Learning	2.31	94%	16
1,2,3	2021 VUPS 5: Learning Environment	2.63	100%	16
1,2,9	2021 VUPS 6: Culturally Responsive Teaching and Equitable Practices	2.63	100%	16
9,10	2021 VUPS 7: Professionalism	2.56	100%	16

Items range from 0-3. Scored by University Coach/Supervisor. % Meets = percent of scores \geq 2.

Data filtered to University Supervisor ratings during the final placement (Spring + Fall 2025 combined).

Teacher Education Program - Capstone Portfolio

InTASC	Rubric Criterion	Fall 2024 N=13	Spring 25 N=10	Fall 2025 N=6
1,2,7	Section 1a: Ability to access and describe comprehensive and reliable contextual information that will be relevant to future planning, delivery, and assessment decisions	2.00	2.17	2.30
1,2,3	Section 1b: 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	2.00	2.10
2,7	Section 1c: 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.	2.08	2.00	2.20
4	Section 2a: Content Knowledge - Ability to identify and demonstrate (through written description and visual images) knowledge of the critical content/concepts/skills from the standards framework.	2.31	2.00	2.20
4	Section 2b: Pedagogical Content Knowledge: Ability to consider and describe multiple representations and explanations of critical content/concepts/skills in order to counter possible misconceptions and make them accessible to all students.	2.23	2.00	2.20
5	Section 2c: Ability to connect critical content/concepts/skills to learners' experiences and local/global issues	2.00	2.00	2.20
5,8	Section 2d: Technological Pedagogical Content Knowledge	1.54	1.83	2.00
6	Section 3a: Ability to craft learning objectives	2.00	2.00	2.20
6	Section 3b: Articulation of a sound assessment strategy	2.00	2.33	1.90
6	Section 3c: Alignment of assessment questions/rubric items to the stated learning objectives.	1.69	2.33	1.90
7,8	Section 4a: For all written lesson plans: Use of context, content, and pedagogy to select, create, and sequence learning experiences and performance tasks that support learners in reaching objectives.	2.38	2.17	2.30
2,5,7	Section 4b: 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.	2.62	2.33	2.50
6,9	Section 5a: Interpretation and presentation of assessment data	2.08	2.33	2.20
6,9	Section 5b: Implications for future practice	2.46	2.33	2.70
9,10	Section 6a: Reflection on overall student growth and student teacher professional practice during the portfolio unit	2.69	2.67	2.60
9,10	Section 6b: Reflection on overall student growth and student teacher professional practice during the student teaching experience	2.69	2.50	2.60

InTASC	Rubric Criterion	Fall 2024 N=13	Spring 25 N=10	Fall 2025 N=6
9,10	Section 6c: Reflection on experiences connecting with parents and community during the student teaching experience.	2.69	2.33	2.70

Items range from 0-3. Scored by University Coach/Supervisor.

Total column reflects cumulative mean across all reported cohorts (2023-2025).