

CAEP Standard R1.3 Instructional Practice

| InTASC Standard | Key Assessment | Indicator | FA20 <i>n</i> | Std. Dev. | Fall 2020 Mean Score | SP21 <i>n</i> | Std. Dev. | Spring 2021 Mean Score |
|------------------------------|-----------------------------|---|--------------------------|------------------|---------------------------------|----------------------|------------------|---|
| 7 - Planning for Instruction | Conceptual Framework Rubric | 1.2 Understand instructional planning and design plans based on knowledge of subject matter, students, community curriculum goals, and standards | 51 | 0.48 | 3.27 | 124 | 0.46 | 3.26 |
| | | 1.5 Understand and use formal and informal assessment strategies to evaluate and monitor student learning and to modify instruction. | 51 | 0.45 | 3.27 | 124 | 0.39 | 3.16 |
| | | 2.1 Plan and implement effective learning environments and experiences supported by technology | 51 | 0.50 | 3.47 | 124 | 0.54 | 3.44 |
| | | 3.2 Evaluate, plan, and provide appropriate activities and experiences to meet the needs of culturally and developmentally diverse student populations | 51 | 0.44 | 3.20 | 124 | 0.43 | 3.12 |
| | SCTS 4.0 Rubric (ADEPT) | 4.3 Lesson Structure and Pacing: Pacing | 51 | 0.00 | 3.00 | 124 | 0.50 | 3.32 |
| | | 4.4 Lesson Structure and Pacing: Routines and Transitions | 51 | 0.47 | 3.33 | 124 | 0.45 | 3.29 |
| | | 13.1 Instructional Plans: Goals | 51 | 0.51 | 3.33 | 124 | 0.48 | 3.36 |
| | | 14.1 Student Work: Assignments | 51 | 0.24 | 3.02 | 124 | 0.40 | 3.17 |
| | | 14.2 Student Work: Drawing and Supporting Conclusions | 51 | 0.36 | 3.10 | 124 | 0.39 | 3.11 |
| | | Professionalism 3. The educator develops and works out a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations. | 51 | 0.67 | 3.29 | 124 | 0.71 | 3.02 |
| | SCOE Lesson Plan | 1. The teacher designs instruction to build on learners' knowledge and experiences, allowing learners to accelerate as they demonstrate their understanding. | 107 | 0.42 | 3.23 | 25 | 0.00 | 3.00 |

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|--|-----|---|--|------|------|------|-------|------|------|
| | | 2. The teacher understands content and content standards and how these are organized in the curriculum. | 107 | 0.41 | 3.19 | 25 | 0.20 | 2.96 | |
| | | 9. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth. | 107 | 0.33 | 3.04 | 25 | 0.37 | 2.84 | |
| | | 11. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs. | 107 | 0.27 | 3.04 | 25 | 47.00 | 2.68 | |
| | TWS | | 4.1 Design for Instruction: Alignment with learning goals | 68 | 0.26 | 2.93 | 124 | 0.15 | 2.98 |
| | | | 4.2 Design for Instruction: Accurate representation of content | 68 | 0.32 | 2.88 | 124 | 0.18 | 2.97 |
| | | | 4.3 Design for Instruction: Lesson and Unit Structure | 68 | 0.30 | 2.90 | 124 | 0.28 | 2.91 |
| | | | 4.4 Design for Instruction: Use of a Variety of Instruction, Activities, Assignments, and Resources | 68 | 0.28 | 2.91 | 124 | 0.15 | 2.98 |
| | | | 4.5 Design for Instruction: Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments, and Resources | 68 | 0.46 | 2.81 | 124 | 0.45 | 2.76 |
| | | | 4.6 Design for Instruction: Use of Technology | 68 | 0.24 | 2.94 | 124 | 0.13 | 2.98 |