

InTASC Standard	Key Assessment	Indicator	FA20 n	Std. Dev.	Fall 2020 Mean Score	SP21 n	Std. Dev.	Spring 2021 Mean Score
2 - Learner Differences	Conceptual Framework Rubric	1.2 Understand instructional planning and design plans based on knowledge of subject matter, students, community curriculum goals and standards	51	0.45	3.27	124	0.46	3.26
		3.1 Demonstrate knowledge of different cultural, emotional, developmental, and cognitive needs of students	51	0.48	3.33	124	0.48	3.24
		3.2 Evaluate, plan, and provide appropriate activities and experiences to meet the needs of culturally and developmentally diverse student populations	51	0.45	3.20	124	0.43	3.12
	SCTS 4.0 Rubric (ADEPT)	10.1 Teacher Knowledge of Students: Learning Difficulties	51	0.55	3.33	124	0.51	3.31
		10.3 Teacher Knowledge of Students: Differentiated Instruction	51	0.50	3.22	124	0.46	3.19
		16.0 Expectations	51	0.51	3.33	124	0.49	3.61
		17.1 Expectations for Learning and Behavior	51	0.50	3.57	124	0.48	3.30
		19.1 Environment: Respectful Culture - Student-Teacher Interactions	51	0.47	3.67	124	0.49	3.61
	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
		8. The teacher recognizes learner misconceptions in a discipline that interfere with learning and creates experiences to build accurate conceptual understanding.	107	0.25	2.97	25	0.00	3.00
		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
		10. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication assessment, and response modes) for individual students with particular learning needs.	107	0.42	2.97	25	0.27	2.92

	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
Teacher Work Sample (TWS)	1.1 Contextual Factors: Knowledge of Community, School, and Classroom Factors	69	0.12	2.99	124	0.00	3.00
	1.2 Contextual Factors: Knowledge of Characteristics of Students	69	0.28	2.91	124	0.09	2.99
	1.3 Contextual Factors: Knowledge of Students' Varied Approaches to Learning	69	0.35	2.86	124	0.55	2.78
	1.4 Contextual Factors: Knowledge of Students' Skills and Prior Learning	69	0.32	2.88	124	0.51	2.79
	1.5 Contextual Factors: Implications for Instructional Planning and Assessment	69	0.35	2.86	124	0.26	2.93
	2.3: Learning Goals - Appropriateness for Students	68	0.17	2.97	124	0.15	2.98
	3.5 Assessment Plan - Adaptations Based on the Individual Needs of Students	68	0.47	2.66	123	0.35	2.88
	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