Statewide Impact on Student Learning Data

InTASC Domain	InTASC	CAEP	TGR	ISTE	INDICATOR/Race Ethnicity	Elementary 2020-21	Secondary 2020-21	MAT 2020-21
					African American	n=11	n=10	n=17
					White	n=11	n=9	n=15
					Not Reported	n=0	n=0	n=2
						n=n/a	n=n/a	n=n/a
The Learner and Learning	2	R1.1	7		1.1 The teacher candidate (TC) discusses the following information about the community and school.	M=2.63 R=2-3	M=2.5 R=3	M=2.88 R=2-3
The Learner and Learning	3	R1.1	7		1.2 The teacher candidate (TC) describes classroom factors including physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.)	M=2.45 R=2-3	M=2.40 R=2-3	M=2.77 R=1-3
The Learner and Learning	3	R1.1	2		1.3 The teacher candidate (TC) describes each of the following student characteristics that impact students and the learning environment including	M=2.30 R=2-3	M=2.50 R=2-3	M=2.72 R=0-3
The Learner and Learning	1	R1.1	2		1.4 The teacher candidate (TC) describes his/her rationale for instructional planning to include how classroom and student characteristics influenced accommodations/modifications planning of instruction, implementation of instruction, and assessment/s.	M=2 R=1-3	M=2.50 R=2-3	M=2.77 R=0-3
The Learner and Learning	1	R1.1	2		2.3 Daily objectives, aligned with MCCRS, connect to the real world and are appropriate for the students' development, prerequisite knowledge, skills, experiences, and/or other needs of students as indicated in the Contextual Factors.	M=2.30 R=1-3	M=2.10 R=2-3	M=2.77 R=1-3
The Learner and Learning	2	R1.1	4		4.2 The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students.	M=2.10 R=2-3	M=2.10 R=2-3	M=2.88 R=1-3
Content Knowledge	2	R1.2	2		5.1 The teacher candidate (TC) describes and provides specific examples of student behaviors, questions, and/or responses that justifies the instructional modification/s.	M=2.30 R=2-3	M=2.10 R=2-3	M=2.83 R=1-3
Instructional Practice	7	R1.3	1		2.1 /2.2 The teacher candidate (TC) identifies MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and describes and justifies the lesson plans learning purposes/goals.	M=2.45 R=2-3	M=2.10 R=2-3	M=2.77 R=0-3
Instructional Practice	6	R1.3	3		3.1 The teacher candidate (TC) provides an Assessment Plan Overview Table that includes varying daily assessments with Bloom's/DOK levels that match objectives and includes accommodations/modifications based on individual needs of student or contextual factors.	M=2.45 R=2-3	M=2.10 R=2-3	M=2.77 R=0-3
Instructional Practice	6	R1.3	3		3.2 The teacher candidate (TC) provides descriptions of the pre- and post-assessments, noting when assessments will be administered, and criteria used to establish mastery.	M=2.40 R=2-3	M=2.10 R=2-3	M=2.77 R=0-3
Instructional Practice	6	R1.3	3		3.3 The teacher candidate (TC) describes the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring.	M=2.40 R=2-3	M=2.00 R=1-3	M=2.77 R=0-3
Instructional Practice	6	R1.3	3		3.4 The teacher candidate (TC) provides an assessment data table that documents individual performance on all assessments. Mastery criteria for each assessment is included for all students.	M=2.20 R=2-3	M=2.10 R=2-3	M=2.77 R=0-3
Instructional Practice	6	R1.3	3		3.5 The teacher candidate (TC) describes a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted includes a method for learners to monitor their own progression through the unit.	M=2.10 R=2-3	M=2.10 R=2-3	M=2.77 R=0-3
Instructional Practice	7	R1.3	2		4.1 The teacher candidate (TC) analyzes pre-assessment data to determine accommodations/modifications to instruction with descriptions of the accommodations/modifications for the whole group, subgroups of students, or for individual students.	M=2.20 R=2-3	M=2.10 R=2-3	M=2.88 R=1-3

Domain					Description				
Instructional Practice	8	R1.3	6	5,6,7	4.3 The teacher candidate (TC) describes how technology is used to facilitate, create, track, analyze, and communicate student learning.	M=2.30 R=2-3	M=2.10 R=2-3		M=2.88 R=1-3
Instructional Practice	8	R1.3	6	6	4.4 The teacher candidate (TC) describes how technology is used by students to research, create, communicate, and present. The TC explains how students used technology to analyze, synthesize, and evaluate.	M=2.00 R=2	M=2.00 R=2		M=2.88 R=1-3
Instructional Practice	6	R1.3	3		5.2 The teacher candidate (TC) describes how formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students.	M=2.30 R=2-3	M=2.10 R=2-3		M=2.88 R=2-3
Instructional Practice	6	R1.3	3		6.1 The teacher candidate (TC) analyzes student data from the assessment data table and provides an analysis of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of this characteristic, and at least two students who demonstrated different levels of performance with samples of student work.	M=2.20 R=2-3	M=2.10 R=2-3		M=2.88 R=2-3
Instructional Practice	6	R1.3	3		6.2 The teacher candidate (TC) uses pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives.	M=2.20 R=2-3	M=2.10 R=2-3		M=2.88 R=2-3
Professional Responsibility	10	R1.4	9	7	4.5 The teacher candidate (TC) describes the plan for communicating with parents/ guardians about unit/lesson information, explains how individual student progress was shared with parents/guardians, and provides evidence of parent/guardian communication.	M=2 R=2-3	M=2.10 R=2-3		M=2.88 R=2-3
Professional Responsibility	9	R1.4	8		7.1 The teacher candidate (TC) selects objective/s for which students were most successful and discusses factors including the purpose/s, objectives, instruction, assessments, student characteristics, and other contextual factors during the planning and implementation that might have successfully impacted student learning.	M=2.40 R=1-3	M=2.20 R=2-3		M=2.88 R=2-3
Professional Responsibility	9	R1.4	8		7.2 The teacher candidate (TC) selects objective/s for which students were the least successful and discusses factors that might have had an impact on student learning.	M=2.45 R=2-3	M=2.20 R=2-3		M=2.88 R=2-3
Professional Responsibility	9	R1.4	8		7.3 The teacher candidate (TC) discusses ideas for redesigning learning goals, objectives, instruction, and/or assessments in future teaching AND provides a rationale explaining why the modifications will improve student learning.	M=2.40 R=2-3	M=2.20 R=2-3		M=2.94 R=2-3
Professional Responsibility	9	R1.4	8		7.4 The teacher candidate (TC) discusses two professional learning goals that emerged from the implementation and review of the unit/group of lessons and identified specific steps including professional development to improve teaching and planning in these areas.	M=2.10 R=2-3	M=2.00 R=2-3		M=2.88 R=2-3