

Unit Lesson Plan in Methods Course (Transition Point: Program Progression)

CAEP Standard Component(s)	InTASC	State Standard	Item on Instrument	EEP Median			Elementary /Collaborative Dothan Campus Median			Elementary /Collaborative Phenix City Campus Median			Elementary /Collaborative Troy Campus Median		
				2012-2013 n=79	2013-2014 n=51	2014-2015 n=97	2012-2013 n=29	2013-2014 n=5	2014-2015 n=36	2012-2013 n=0	2013-2014 n=0	2014-2015 n=21	2012-2013 n=50	2013-2014 n=46	2014-2015 n=40
1.1 1.4	The Learner and Learning	AQT 290-3-3-.06(1)(a)5 (CF 1, 3, 5, 6, 9); AQT 290-3-3-.05 (2)(a)5 (CF 5)	Learner Profile	4	3	4	4	•	4	•	•	4	4	3	4
1.1 1.4	Content Knowledge	AQT 290-3-3-.06(1)(a)5 (CF 1, 3, 5, 6, 9); AQT 290-3-3-.05 (2)(a)5 (CF 5)	Curriculum Integration	3	3	4	4	•	4	•	•	4	3	3	2
1.1 1.4	Instructional Practice	AQT 290-3-3-.06(1)(a)5 (CF 1, 3, 5, 6, 9); AQT 290-3-3-.05 (2)(a)5 (CF 5)	Assessment	3	3	4	4	•	4	•	•	4	4	3	3

• Low Enrollment Program (< 10 Scores Reported)

Levels of Performance 2012-2013/ 2013-2014

- (4) – Exceptional
- (3) - Proficient
- (2) - Basic
- (1) - Unacceptable

Levels of Performance 2014-2015

- (NI) - Needs Improvement
- (BP) - Beginning at Pre-service Level
- (EP) - Emerging at Pre-service Level
- (AP) - Applying at Pre-service Level
- (IP) - Integrating at Pre-service Level (our interns should be performing at least at this level)
- (ET) - Emerging Teacher Level
- (AT) - Applying at Teacher Level
- (N/O) - Not Observed

CAEP Standard Component(s)	InTASC	State Standard	Item on Instrument	EPP Median			Interdisciplinary/ Secondary ART Median			Secondary (BIO) Median			Secondary (CHM) Median			Interdisciplinary /Secondary (DRA) Median		
				2012-2013 n=68	2013-2014 n=55	2014-2015 n=97	2012-2013 n=0	2013-2014 n=5	2014-2015 n=2	2012-2013 n=1	2013-2014 n=0	2014-2015 n=2	2012-2013 n=1	2013-2014 n=0	2014-2015 n=0	2012-2013 n=3	2013-2014 n=0	2014-2015 n=2
1.1 1.4	The Learner and Learning	AQT(2)(c)2.(ii), AQT(2)(c)1.(iv), AQT(2)(c)2.(i), AQT(2)(c)4.(ii) (CF1,2,3,4,5,6,7, 8,9,10),	Target Grade/ Subject/ Description Preparing for Instruction	3	3	IP	•	•	•	•	•	•	•	•	•	•	•	
1.1 1.4	Content Knowledge	AQT(2)(c)2.(ii), AQT(2)(c)1.(iv), AQT(2)(c)2.(i), AQT(2)(c)4.(ii) (CF1,2,3,4,5,6,7, 8,9,10), ART (1)(a)5, (1)(a)6, (1)(a)7, (1)(b)1, (1)(b)3, (1)(b)4 AQT(2)(c)2.(ii), AQT(2)(c)1.(iv), AQT(2)(c)2.(i), AQT(2)(c)4.(ii) (CF1,2,3,4,5,6,7, 8,9,10)	Presentation of Organized Instruction	3	3	IP	•	•	•	•	•	•	•	•	•	•	•	
1.1 1.4	Instructional Practice	AQT(2)(c)2.(ii), AQT(2)(c)1.(iv), AQT(2)(c)2.(i), AQT(2)(c)4.(ii) (CF1,2,3,4,5,6,7, 8,9,10)	Procedures Assessment	3	3	IP	•	•	•	•	•	•	•	•	•	•	•	

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CAEP Standard Component(s)	InTASC	State Standard	Item on Instrument	EPP Median			Secondary (ENG) Median			Secondary (HIS) Median			Secondary (HTL) Median			Interdisciplinary /Secondary (KHP) Median		
				2012-2013 n=68	2013-2014 n=55	2014-2015 n=97	2012-2013 n=7	2013-2014 n=11	2014-2015 n=11	2012-2013 n=2	2013-2014 n=4	2014-2015 n=2	2012-2013 n=1	2013-2014 n=4	2014-2015 n=5	2012-2013 n=6	2013-2014 n=1	2014-2015 n=22
1.1 1.4	The Learner and Learning	AQT(2)(c)2.(ii), AQT(2)(c)1.(iv), AQT(2)(c)2.(i), AQT(2)(c)4.(ii) (CF1,2,3,4,5,6,7,8,9,10),	Target Grade/ Subject/ Description Preparing for Instruction	3	3	IP	•	3	IP	•	•	•	•	•	•	•	•	IP
1.1 1.4	Content Knowledge	AQT(2)(c)2.(ii), AQT(2)(c)1.(iv), AQT(2)(c)2.(i), AQT(2)(c)4.(ii) (CF1,2,3,4,5,6,7,8,9,10), ART (1)(a)5, (1)(a)6, (1)(a)7, (1)(b)1, (1)(b)3, (1)(b)4 AQT(2)(c)2.(ii), AQT(2)(c)1.(iv), AQT(2)(c)2.(i), AQT(2)(c)4.(ii) (CF1,2,3,4,5,6,7,8,9,10)	Presentation of Organized Instruction	3	3	IP	•	3	IP	•	•	•	•	•	•	•	•	IP
1.1 1.4	Instructional Practice	AQT(2)(c)2.(ii), AQT(2)(c)1.(iv), AQT(2)(c)2.(i), AQT(2)(c)4.(ii) (CF1,2,3,4,5,6,7,8,9,10)	Procedures Assessment	3	3	IP	•	3	IP	•	•	•	•	•	•	•	•	IP

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CAEP Standard Component(s)	InTASC	State Standard	Item on Instrument	EPP Median			Secondary (MTH) Median			Interdisciplinary /Secondary (MUS) Median			Secondary (SCI) Median			Secondary (SED) Median		
				2012-2013 n=68	2013-2014 n=55	2014-2015 n=97	2012-2013 n=8	2013-2014 n=9	2014-2015 n=11	2012-2013 n=14	2013-2014 n=16	2014-2015 n=29	2012-2013 n=1	2013-2014 n=0	2014-2015 n=1	2012-2013 n=4	2013-2014 n=0	2014-2015 n=0
1.1 1.4	The Learner and Learning	AQT(2)(c)2.(ii), AQT(2)(c)1.(iv), AQT(2)(c)2.(i), AQT(2)(c)4.(ii) (CF1,2,3,4,5,6,7,8,9,10),	Target Grade/ Subject/ Description Preparing for Instruction	3	3	IP	•	•	AP	3	3	AP	•	•	•	•	•	•
1.1 1.4	Content Knowledge	AQT(2)(c)2.(ii), AQT(2)(c)1.(iv), AQT(2)(c)2.(i), AQT(2)(c)4.(ii) (CF1,2,3,4,5,6,7,8,9,10), ART (1)(a)5, (1)(a)6, (1)(a)7, (1)(b)1, (1)(b)3, (1)(b)4 AQT(2)(c)2.(ii), AQT(2)(c)1.(iv), AQT(2)(c)2.(i), AQT(2)(c)4.(ii) (CF1,2,3,4,5,6,7,8,9,10)	Presentation of Organized Instruction	3	3	IP	•	•	AP	3	3	IP	•	•	•	•	•	•
1.1 1.4	Instructional Practice	AQT(2)(c)2.(ii), AQT(2)(c)1.(iv), AQT(2)(c)2.(i), AQT(2)(c)4.(ii) (CF1,2,3,4,5,6,7,8,9,10)	Procedures Assessment	3	3	IP	•	•	EP	3	3	IP	•	•	•	•	•	•

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				2012-2013 n=68	2013-2014 n=55	2014-2015 n=97	2012-2013 n=16	2013-2014 n=4	2014-2015 n=6
1.1 1.4	The Learner and Learning	AQT(2)(c)2.(ii), AQT(2)(c)1.(iv), AQT(2)(c)2.(i), AQT(2)(c)4.(ii) (CF1,2,3,4,5,6,7,8,9,10),	Target Grade/ Subject/ Description Preparing for Instruction	3	3	IP	3	•	•
1.1 1.4	Content Knowledge	AQT(2)(c)2.(ii), AQT(2)(c)1.(iv) AQT(2)(c)2.(i), AQT(2)(c)4.(ii) (CF1,2,3,4,5,6,7,8,9,10), ART (1)(a)5, (1)(a)6, (1)(a)7, (1)(b)1, (1)(b)3, (1)(b)4 AQT(2)(c)2.(ii), AQT(2)(c)1.(iv) AQT(2)(c)2.(i), AQT(2)(c)4.(ii) (CF1,2,3,4,5,6,7,8,9,10)	Presentation of Organized Instruction	3	3	IP	3	•	•
1.1 1.4	Instructional Practice	AQT(2)(c)2.(ii), AQT(2)(c)1.(iv) AQT(2)(c)2.(i), AQT(2)(c)4.(ii) (CF1,2,3,4,5,6,7,8,9,10)	Procedures Assessment	3	3	IP	3	•	•

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