

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
8 - Instructional Strategies	Conceptual Framework Rubric	1.3 Uses a variety of instructional strategies to encourage students' development of critical thinking and problem-solving skills	51	0.51	3.33	124	0.48	3.27
		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
		5.0 Activities and Materials	51	0.32	3.12	124	0.42	3.19
		6.0 Questioning	51	0.50	3.10	124	0.45	3.15
	SCTS 4.0 Rubric (ADEPT)	7.2 Academic Feedback: Frequency of Feedback	51	0.48	3.37	124	0.50	3.36
		7.4 Academic Feedback: Student Feedback	51	0.41	3.16	124	0.48	3.16
		9.3 Teacher Content Knowledge: Connecting Key Concepts and Ideas	51	0.54	3.22	124	0.48	3.21
		11.1 Thinking: Types of Thinking	51	0.46	3.16	124	0.45	3.21
		11.2 Thinking: Student Opportunities	51	0.44	3.14	124	0.43	3.14
		12.0 Problem Solving	51	0.42	3.24	124	0.43	3.19
		13.3 Instructional Plans: Appropriateness	51	0.50	3.29	124	0.48	3.36
		13.4 Instructional Plans: Accommodating Individual Student Needs	51	0.24	2.94	124	0.20	2.96
		14.2 Student Work: Drawing and Supporting Conclusions	51	0.36	3.10	124	0.39	3.11
		14.3 Student Work: Connecting Learning	51	0.44	3.26	124	0.46	3.26

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Professionalism 2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	51	0.50	3.57	124	0.51	3.56
3. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.	107	0.40	3.07	25	0.37	2.84
4. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.	107	0.34	3.08	25	0.27	2.92
7. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	107	0.36	3.06	25	0.43	2.88
14. The teacher asks questions to stimulate discussion that serve different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.	107	0.43	3.07	25	0.27	2.92
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
5.1 Instructional Decision Making: Sound Professional Practice	65	0.21	2.95	124	0.00	3.00
5.2 Instructional Decision Making: Modifications Based on Analysis of Student Learning	65	0.27	2.92	124	0.00	3.00
5.3 Instructional Decision Making: Congruence Between Modifications and Learning Goals	65	0.21	2.95	124	0.18	2.97

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