

5 - Application of Content	Conceptual Framework Rubric	1.1 Demonstrate a thorough knowledge of subject matter and use such knowledge to create effective learning experiences for students	51	0.48	3.37	124	0.47	3.29
		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
		1.3 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
	SCTS 4.0 Rubric (ADEPT)	2.1 Motivating Students: Engaging Students	51	0.47	3.33	124	0.47	3.29
		2.3 Motivating Students: Reinforcement	51	0.50	3.47	124	0.50	3.39
		3.0 Presenting Instructional Content	51	0.49	3.20	124	0.43	3.25
		4.1 Lesson Structure and Pacing: Start of Lesson	51	0.00	3.00	124	0.09	2.99
		4.2 Lesson Structure and Pacing: Structure	51	0.41	2.78	124	0.27	2.92
		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
	12.0 Problem Solving	51	0.42	3.24	124	0.43	3.19	
	SCOE Lesson Plan	13. The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy)	107	0.39	3.11	25	0.40	2.80
	TWS	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