



## Using Research to Inform Practice

At the conclusion of field and student teaching, a selection of students’ teaching materials (e.g., lesson plans, assessments, analyses, case studies) will be reviewed for application of credible, high-quality research.

- Materials that may be reviewed for this purpose include lesson plans, assessments, analyses, and other materials directly related to students’ learning and development.
- The lesson content and/or teaching strategies should reflect sound application of the cited research.

Each category will be scored at the highest level for which the candidate meets all the criteria listed for that category.

Criteria	EXCELLENT	PROFICIENT	ADEQUATE	UNSATISFACTORY
<b>Research in Planning</b> <i>InTASC 9;</i> <i>OWU 4;</i> <i>OSTP 7.2 (?)</i>	Candidate consistently reviews and cites credible research on effective teaching strategies and/or resources related to the content being taught.	Candidate frequently reviews and cites credible research on effective teaching strategies and/or resources related to the content being taught.	Candidate occasionally reviews and cites credible research on effective teaching strategies and/or resources related to the content being taught.	Candidate rarely reviews or cites credible research on effective teaching strategies and/or resources related to the content being taught.
<b>Incorporated into Teaching Practice</b> <i>CAEP 1.2,</i> <i>OWU 4;</i> <i>OSTP 4.4</i>	Consistently applies the research into teaching practices.	Generally applies the research into teaching practices.	Occasionally applies the research into teaching practice.	Fails to apply the research into teaching practice.

### Standards for Minimum Competency

- ⇒ **Field:** All criteria must be scored adequate or above. Scores below the minimum requirement after three attempts will prompt a meeting between the candidate, professor, and any other relevant persons to discuss the viability of the candidate’s continuation in the program and/or development of a written plan for improvement
- ⇒ **Student Teaching:** All criteria must be scored proficient or above. Scores below the minimum requirement after two attempts will prompt a meeting between the candidate, professor, and any other relevant persons to discuss the viability of the candidate’s continuation in the program and/or recommendation for licensure.



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If minimum criteria is not met for one or more element, the candidate must revise a collection of teaching materials (determined by the relevant faculty) to reflect credible, research-based teaching strategies and/or content, and add/correct citations. Minimum criteria must be met to continue in licensure program and be recommended for licensure.

### CAEP

1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

### InTASC

#9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

### OWU

4. *knowledge* of a variety of instructional strategies and materials, including technology, that encourage student problem-solving, critical thinking and independent learning, and the *ability* to select and implement instructional strategies that account for and adapt to all contexts, learners, and content.

### OSTP

- ⇒ 4. Teachers plan and deliver effective instruction that advances the learning of each individual student.
- ⇒ 4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.
- ⇒ 7 Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.