6.3 Is able to seek answers to teaching questions and clearly state positions on educational issues and support them with theory, practice, and research. (CO 7.3)

		Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
Uses the school and other professional areas as supports for reflection, and planning		No evidence of awareness or interest in current trends in school reform and issues in educational policy	Discusses the theory and research in areas of teaching responsibility that are the focus of classroom assignments, including support for specific teaching strategies	Discusses the theory and research supporting his/her own teaching in written reflections and discussions with other educators	Discusses the relationship between student outcomes and educational research and theory in written reflections and discussions with other educators
		Does not use research to plan instruction nor to solve teaching problems	Can synthesize information from various sources and draw conclusions about best educational practices	Applies new information from research to own practice	Can synthesize information from various sources to plan interventions to improve learning
		Consistently states opinions on educational issues and practices that conflict or are not founded in research or expert opinion	Can draw accurate conclusions from research related to specific teaching issues in assignments in courses	Can draw accurate conclusions from research related to specific teaching issues	Assumes advocacy role for specific educational issues among colleagues
		Rarely asks questions related to own teaching	Sometimes asks questions related to own teaching but these usually occur spontaneously during ongoing discussion of teaching; questions are most often "how to" questions	Frequently asks for feedback related to own teaching and seeks out input; questions most often are queries about "how to" teach	Creates a teaching/learning environment in which teaching and learning are continually and openly discussed; asks questions that relate to complex teaching questions
Using Research		Often misinterprets or overgeneralizes from educational research and/or theory	Sometimes misinterprets or overgeneralizes from educational research and/or theory (e.g., in written work and/or discussions)	Accurately interprets or generalizes from educational research and/or theory, but eportfolio examples may be those completed for course requirements	Accurately interprets and generalizes from educational research and/or theory, demonstrating this in multiple examples, at least one eportfolio example was not completed as a course requirement
Technology as a Research Tool	*Ed Resources on Web*	No evidence that s/he locates teaching resources by using external links provided by the instructor	Locates general educational resources as well as those in his/her discipline by using popular educational resource tools (e.g., Yahooligans, Teachers.net, Blue Web'N)	Uses a variety of internet sites in addition to general educational resource tools to locate appropriate educational resources (see exs. in "developing"), including discipline specific resources and/or online resources of professional organizations; examples may be limited to just a few areas of teaching responsibility	Uses a variety of internet resources/ sites to find most appropriate educational resources across all areas of teaching responsibility

Technology as a Research Tool	*Electronic Research Sources*	No evidence OR s/he uses general search engines such as google to gain answers to teaching questions	Uses electronic sources to locate answers to educational questions in course assignments, accessing on-line documents and interlibrary loan and library materials as appropriate; may use simple keyword search tactics; examples included are assignments/ requirements for courses	Meets criteria for "developing" and applies these skills to answer teaching questions or understand educational issues that are not required in formal assignments (provides at least one example demonstrating this)	Uses multiple research sources and advanced search tactics to locate answers to educational questions posed by school/classroom events; uses advanced search tactics with online research sources to locate a variety of published and/or unpublished materials to answer teaching questions
	Online Collaborative Tools	No evidence OR s/he uses email as sole electronic collaborative tool	Participates and initiates online discussions and/or other online professional collaboration using Blackboard with peers and instructors	Participates and initiates online discussions and another online professional collaboration tools (including listserves, blogs, or wikis) with peers, instructors, and/or the professional educational community to seek answers to questions prompted by own teaching situations	Meets criteria for "proficient" and can use multiple collaboration tools (listserves, blogs, wikis, netconferencing) to participate in online professional collaboration with peers and experts

Operationalization/Criteria:

Guidelines for Admission to Education: *Not evaluated at admission to education*

Guidelines at Admission to Student Teaching: *"Developing" performance on all dimensions of the standard*

Evidence to be Evaluated:
Possible evidence: research papers, discussion board assignments, case studies, reflection for Goal 6, research log, TWS rationale/contextual analysis, units or teaching plans that cite research, action research

Guidelines for Program Completion/Student Teaching:
1. Required for program completion are ratings of "proficient" on all dimensions.
2. Following the Inventory guidelines, evaluate the student's evidence of use of research to solve problems/plan instruction in written documents
   in the portfolio; in addition, consider discussions with the teacher related to educational research and theory (exhibits must be accompanied by the references)
3. Evaluate the frequency of use of research, the variety of research used, the understanding of the research, and the ability to apply it in practice.
4. The OVERALL rating should consider all dimensions.
5. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *TWS included references related to attribution theory and research;*
   this literature was synthesized and applied in design of lessons.

Examples of Evidence:
Possible evidence: research papers, discussion board assignments, case studies, reflection for Goal 6, research log, TWS rationale/contextual analysis, units or teaching plans that cite research, action research, weekly log

Rationale:

Dixon, R., & Carnine, D. (1994). Ideologies, practices, and their implications for special education. *Journal of Special Education, 28,* 356-367.

Good, T.L., & Brophy, J.E. (2000). *Looking in classrooms*, 8th ed. New York: Longman.

Hittleman, D.R., & Simon, A.J. (1992). *Interpreting educational research: An introduction for consumers of research*. New York: Macmillan.

Roblyer, M.D. (2006). *Integrating educational technology into teaching*. (4th ed). Upper Saddle River, N.J. Pearson, Merrill Prentice Hall.

Wong, L. (1995). Reseach on teaching: Porcess-product research findings and the feeling of obviousness. *Journal of Educational Psychology, 8*7, 504-511.