

UAB School of Education CCAST - 2018-2019

	Undergraduate (N = 81)		Alternative Master's (N = 66)	
	Average	Range	Average	Range
Planning for Instruction and Assessment - A. Focus for Learning: Standards and Objectives/Targets	2.48	2-3	2.67	2-3
Planning for Instruction and Assessment - B. Materials and Resources	2.48	2-3	2.74	2-3
Planning for Instruction and Assessment - C. Assessment of P-12 Learning	2.18	1-3	2.33	1-3
Planning for Instruction and Assessment - D. Differentiated Methods	2.22	1-3	2.48	1-3
Instructional Delivery - E. Learning Target and Directions	2.51	2-3	2.67	2-3
Instructional Delivery - F. Critical Thinking	2.23	1-3	2.42	1-3
Instructional Delivery - G. Checking for Understanding and Adjusting Instruction Through Formative Assessment	2.30	1-3	2.50	1-3
Instructional Delivery - H. Digital Tools and Resources	2.24	2-3	2.44	2-3
Instructional Delivery - I. Safe and Respectful Learning Environment	2.60	1-3	2.80	1-3
Assessment - J. Data-Guided Instruction	2.10	1-3	2.33	1-3
Assessment - K. Feedback to Learners	2.38	1-3	2.61	1-3
Assessment - L. Assessment Techniques	2.20	1-3	2.29	1-3
Analysis of Teaching - M. Connections to Research and Theory	2.13	0-3	2.26	0-3
Professional Commitment and Behaviors - N. Participates in Professional Development	2.51	2-3	2.79	2-3
Professional Commitment and Behaviors - O. Demonstrates Effective Communication with Parents or Legal Guardians	2.12	0-3	2.47	0-3
Professional Commitment and Behaviors - P. Demonstrates Punctuality	2.89	1-3	2.89	1-3
Professional Commitment and Behaviors - Q. Meets Deadlines and Obligations	2.76	1-3	2.76	1-3
Professional Commitment and Behaviors -R. Preparation	2.73	1-3	2.82	1-3
Professional Relationships - S. Collaboration	2.67	2-3	2.80	2-3
Professional Relationships - T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	2.43	1-3	2.62	1-3
Critical Thinking and Reflective Practice - U. Responds Positively to Constructive Criticism	2.79	2-3	2.89	2-3

UAB School of Education CCAST - 2019-2020

	Undergraduate (N = 23)		Alternative Master's (N = 17)	
	Average	Range	Average	Range
Planning for Instruction and Assessment - A. Focus for Learning: Standards and Objectives/Targets	2.35	2-3	2.46	2-3
Planning for Instruction and Assessment - B. Materials and Resources	2.71	2-3	2.54	2-3
Planning for Instruction and Assessment - C. Assessment of P-12 Learning	2.24	2-3	2.08	1-3
Planning for Instruction and Assessment - D. Differentiated Methods	2.29	1-3	2.29	1-3
Instructional Delivery - E. Learning Target and Directions	2.29	2-3	2.42	2-3
Instructional Delivery - F. Critical Thinking	2.18	2-3	2.25	1-3
Instructional Delivery - G. Checking for Understanding and Adjusting Instruction Through Formative Assessment	2.24	2-3	2.25	2-3
Instructional Delivery - H. Digital Tools and Resources	2.47	2-3	2.46	2-3
Instructional Delivery - I. Safe and Respectful Learning Environment	2.59	1-3	2.79	2-3
Assessment - J. Data-Guided Instruction	2.12	1-3	2.04	1-3
Assessment - K. Feedback to Learners	2.12	1-3	2.33	1-3
Assessment - L. Assessment Techniques	2.06	2-3	2.08	1-3
Analysis of Teaching - M. Connections to Research and Theory	2.12	2-3	2.08	1-3
Professional Commitment and Behaviors - N. Participates in Professional Development	2.76	2-3	2.58	1-3
Professional Commitment and Behaviors - O. Demonstrates Effective Communication with Parents or Legal Guardians	2.47	1-3	2.17	1-3
Professional Commitment and Behaviors - P. Demonstrates Punctuality	2.88	2-3	2.75	2-3
Professional Commitment and Behaviors - Q. Meets Deadlines and Obligations	2.71	2-3	2.79	2-3
Professional Commitment and Behaviors -R. Preparation	2.65	2-3	2.50	1-3
Professional Relationships - S. Collaboration	2.76	1-3	2.71	1-3
Professional Relationships - T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	2.59	1-3	2.42	2-3
Critical Thinking and Reflective Practice - U. Responds Positively to Constructive Criticism	2.82	2-3	2.75	2-3

*Due to COVID - 19 Only Fall 2019 Data available