

6.1 Responds to the following laws, regulations, and policies in a professional manner: federal and state constitutional provisions; federal executive, legislative and legal influences; state roles of the governor, legislature, and State Board of Education; local school districts, boards of education and boards of cooperative educational services; non-traditional and non-public schools, including charter schools, religious schools, and home schooling; and public sector input from business, advocacy groups, and the public. (CO: 8.3)

	Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
Federal, state, and local roles in setting educational policy	Below 70% on assessments (competency tests, written assignments, reflections, other assignments) indicating lack of understanding of concepts (federal and state constitutional and legal provisions, federal and state executive roles, federal and state legislative roles, roles of regional and local educational agencies)	70-79% on assessments (competency tests, written assignments, reflections, other assignments) indicating understanding of concepts (federal and state constitutional and legal provisions, federal and state executive roles, federal and state legislative roles, roles of regional and local educational agencies)	80-89% on assessments (competency tests, written assignments, reflections, other assignments) indicating understanding of concepts (federal and state constitutional and legal provisions, federal and state executive roles, federal and state legislative roles, roles of regional and local educational agencies)	90-100% on assessments (competency tests, written assignments, reflections, other assignments) indicating understanding of concepts (federal and state constitutional and legal provisions, federal and state executive roles, federal and state legislative roles, roles of regional and local educational agencies)
Types of schools and school choice	Below 70% on assessments (competency tests, written assignments, reflections, other assignments) indicating lack of understanding of concepts (charter schools, religious and non-religious private schools, magnet schools, home schooling, school choice, vouchers)	70-79% on assessments (competency tests, written assignments, reflections, other assignments) indicating lack of understanding of concepts (charter schools, religious and non-religious private schools, magnet schools, home schooling, school choice, vouchers)	80-89% on assessments (competency tests, written assignments, reflections, other assignments) indicating lack of understanding of concepts (charter schools, religious and non-religious private schools, magnet schools, home schooling, school choice, vouchers)	90-100% on assessments (competency tests, written assignments, reflections, other assignments) indicating lack of understanding of concepts (charter schools, religious and non-religious private schools, magnet schools, home schooling, school choice, vouchers)
Public sector input from business, advocacy groups, and the public.	Below 70% on assessments (competency tests, written assignments, reflections, other assignments) indicating lack of understanding of concepts (business advocacy groups, and public input on educational policies)	70-79% on assessments (competency tests, written assignments, reflections, other assignments) indicating lack of understanding of concepts (business advocacy groups, and public input on educational policies)	80-89% on assessments (competency tests, written assignments, reflections, other assignments) indicating lack of understanding of concepts (business advocacy groups, and public input on educational policies)	90-100% on assessments (competency tests, written assignments, reflections, other assignments) indicating lack of understanding of concepts (business advocacy groups, and public input on educational policies)

Operationalization/Criteria:

This standard is met in ED 202 (Foundations of Education) or ED 593 (for TiRs).

Guidelines for Evaluation:

Required for program completion are ratings of "profieient" on evaluations by the university instructor.

Examples of Evidence:

Student tests over concepts, written assignments, reflections, discussion board entries.

Rationale:

Colorado Department of Education web site. Available at <http://www.cde.state.co.us/>.

Ebert, E. and Culyer, R. (2008). *School: An introduction to education*, 1st ed. New York: Thomson Wadsworth

United States Department of Education. Web site. Available at <http://www.ed.gov/index.jhtml>.

