

6.5 Draws upon a variety of sources as supports for development as a learner and a teacher, including colleagues and professional literature. CO 8.5

	Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
Varley of Sources Support Learning	Rarely asks questions about activities in the classroom, student learning, or educational policies, except those related to assignments and requirements	Asks questions of classroom teacher and/or university faculty concerning student learning and effective teaching; never/rarely engages in sustained dialogue with other educators about broader educational issues	Engages in conversations related to teaching and learning in the classroom; most often initiates conversations about teaching/learning issues related to current placement	Often engages in conversations about teaching, learning, and school reform with faculty and university supervisor; explores a variety of issues in dialogues with other educators
	Only engages in development activities that are class requirements	Engages in at least one professional development activities that was not required in CSU-Pueblo classes	Meets criteria for "developing" and belongs to at least one professional organization and participates in its activities	Participates in variety of activities (inservices, professional organizations, personal research) involving school/teaching reform independent of formal requirements
	No evidence of knowledge of technology resources (e.g., websites, Listserves) that provide professional development and/or use of them in completing program requirements	Demonstrates knowledge of technology resources (e.g., websites, Listserves) that provide professional development and uses them in completing program requirements	Meets criteria for "developing" and provides at least one example of use of technology resources for professional development not required in a CSU-Pueblo course	Has extensive knowledge of technology resources (e.g., websites, Listserves) that provide professional development and demonstrates multiple examples of their use for professional development not required in a CSU-Pueblo course
	No evidence that s/he uses professional literature for own personal development as a learner or teacher OR selects inaccurate or poor sources for class assignments	Uses examples from variety of types of quality professional literature to support development in formal requirements in CSU-Pueblo classes (e.g., variety of professional journals, texts)	Meets criteria for "developing" and provides at least one example of use of quality professional literature for own professional development, independent of formal requirements	Meets criteria for "proficient" and demonstrates multiple examples of use of quality professional literature for own professional development
Professional Activities	No evidence that feedback from faculty, coaches and/or K-12 teachers results in documented change in teaching or review of own teaching (e.g., reflection)	Evidence that s/he uses feedback from faculty and/or K-12 teachers to improve assignments and/or performance in order to meet program standards in education courses and/or field experiences; provides evidence of consideration of feedback in reflection	Meets criteria for "developing" AND demonstrates changes in teaching across different assignments/courses based on feedback; consideration of feedback also demonstrated in reflections for lessons, logs, etc., across the program and in teaching	Meets criteria for "proficient" and demonstrates multiple examples of use of quality professional literature for own professional development
	No evidence of changes in teaching or thinking about teaching (e.g., reflections to lessons) resulting from constructive feedback of peers	Demonstrates at least one example of a change in teaching or thinking about teaching (e.g., reflections to lessons) resulting from constructive feedback of peers	Demonstrates the criteria in "developing" across different courses/activities in the program and during teaching	Meets the criteria for "proficient" and demonstrates the ability to use feedback to stimulate additional questioning and research that is characteristic of an experienced teacher

Involvement in Profes	No evidence of changes in teaching or thinking about teaching (e.g., reflections to lessons) resulting from feedback from professional literature, professional development activities and/or professional organizations	Demonstrates at least one example of a change in teaching or thinking about teaching (e.g., in reflections to lessons, reflection for Goal 6) resulting from feedback from professional literature, professional development activities, or professional organizations	Demonstrates the criteria in "developing" across different courses/activities in the program and during teaching	Demonstrates changes in teaching AND thinking about teaching across different courses/activities in the program and during teaching; these changes result from feedback from professional literature, professional development activities, AND professional organizations
	Provides minimal, not useful feedback to peers in structured collaborative activities in CSU-Pueblo classes; feedback may be simply evaluative (e.g., "good work") or too general to be helpful (e.g., paraphrasing the standard)	Provides useful and accurate feedback to peers in structured collaborative activities in CSU-Pueblo classes	Demonstrates the criteria in "developing" across different courses/activities in the program and during teaching	Assumes leadership in mentoring and supporting others preparing to become teachers; provides assistance to peers independent of structured requirements of the University
Teacher as Decision Maker	Appears unaware of problem-solving strategies when faced with teaching challenges and/or has difficulty applying strategies in class activities	Understands and applies problem-solving strategies (problem identification, problem analysis and assessment, goal setting, strategy planning, evaluation of options, and evaluation of success) when faced with teaching challenges in class requirements	Understands and can apply problem-solving strategies when faced with teaching challenges in actual teaching challenges	Independently applies different problem solving strategies to solve actual teaching challenges, demonstrating flexibility in exploring alternatives at various steps

Operationalization/Criteria:

Guidelines for Admission to Education:

1. The benchmark for admission is *S/he utilizes a variety of sources, including professional literature and feedback from instructor and cooperating teacher to grow as a professional.*
2. This benchmark is a rating of "developing" for dimension #2 ("utilizes . . ."), requiring some evidence of use of all three sources (literature -- the textbook, feedback from the cooperating teacher, and feedback from peers).
3. For "developing" it is sufficient for the student to reflect upon some nature of the feedback in the reflection for Goal 6, the reflection for a lesson plan, or the self evaluation of teaching.
4. In order to consider the student's consideration of input, portfolio evaluators will need to have a cooperating teacher, peer, or A16 faculty evaluation.
5. Any rating of "1" may result in a recommendation of admission with reservations and suggestions for a support plan.

Evidence to be Evaluated:

Reflection for Goal 6 that addresses an example of use of external source that changed or improved teaching, field experience teacher final recommendation; possible evidence: example of use of external sources (teacher feedback, professional literature) used to change or improve own teaching, lesson reflections, self-evaluation of teaching

Guidelines for Admission to Student Teaching: "developing" performance for all three dimensions

Evidence to be Evaluated:

Reflection for Goal 6, self-evaluations for lessons, references used in units or teaching plans, field experience teacher evaluations, discussion boards, changes in thinking papers/projects, learning logs, logs of participation in activities, research critiques, written documentation of involvement in professional activities, resume

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 professional resources to improve teaching : daily lesson plans, weekly logs, reflections to Goals 1-8 in the portfolio and the TWS, evidence of involvement in professional activities
3. Observe application in interactions with you and others concerning teaching.
4. The OVERALL rating should consider all three dimensions, averaging ratings of the three.
5. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *His TWS reflection included a detailed description of the changes he made from his original teaching plans based on feedback from his cooperating teacher and additional research on teaching proofreading after lesson 3 was unsuccessful. This continual use of a variety of sources for information and reflection are typical practices for him.*

Examples of Evidence:

TWS, lesson plan book, interviews with cooperating teacher and student, log of participation in activities, weekly logs, lesson and goal reflections, written documentation of involvement in professional activities, references used in plans

Rationale:

Berliner, D.C. (1987). Ways of thinking about students and classrooms by more and less experienced students. In J. Calderhead (Ed.), *Exploring teachers' thinking* (pp. 60-83). London: Cassell.

Borko, H., & Shavelson, R.J. (1991). Teacher decision making. In B. Jones and L. Idol (Eds.), *Dimensions of thinking and cognitive instruction*. Hillsdale, NJ: Erlbaum.

- Clark, C.M. (1988). Asking the right questions about teacher preparation: Contributions of research on teacher thinking. *Educational Researcher*, 17(2), 5-12.
- Clark, C.M., & Peterson, P.L. (1986). Teachers' thought processes. In M.C. Wittrock (Ed.), *Handbook of research on teaching* (pp. 255-296). New York: MacMillan.
- Clift, R.T., Houston, R.W., & Pugach, M.C. (Eds.). (1990). *Encouraging reflective practice in education: An analysis of issues and programs*. New York: Teachers College Press.
- Conle, C. (1997). Community reflection and the shared governance of schools. *Teaching and Teacher Education*, 13(2), 137-152.
- Newell, S.T. (1996). Practical inquiry: Collaboration and reflection in teacher education reform. *Teacher Education Quarterly*, 12 (66), 567-576.
- Shavelson, R.J., & Stern, P. (1981). Research on teachers' pedagogical thoughts, judgments, decisions, and behavior. *Review of Educational Research*, 51(4), 455-498.
- Zeichner, K.M. (1981). Reflective teaching and field-based experience in teacher education. *Interchange*, 12 (4), 1-22.
- Zeichner, K. (1987). Preparing reflective teachers: An overview of instructional strategies which have been employed in preservice teacher education. *International Journal of Educational Research*, 11 (5), 565-576., 23-48.