

8.6 Respects the input of others, including supervisors, and attempts to incorporate feedback to grow professionally.

	Basic (1.0-1.9)	Developing (2.0-2.9)	Proficient (3.0-3.9)	Advanced (4.0)
Respects Input	Evidence exists in feedback from faculty, coaches and/or other educators that the student demonstrates disrespect when receiving feedback by arguing excessively, inappropriate confrontation, or verbal/nonverbal abuse; such disrespect may result in dismissal from the program	Inconsistent evidence exists that a) student shows respect to faculty, coaches and/or other educators by listening to feedback and reading written remarks and b) asks for clarification, questions, and/or explains own perspective in non-confrontational, defensive, aggressive fashion	Consistent evidence exists that student shows respect to faculty, coaches and/or other educators by reports that student listens to feedback and reads written remarks; asks for clarification, questions, and/or explains own perspective in non-confrontational, defensive, aggressive fashion AND is appropriately assertive about explaining own perspective when believes feedback is in error	To be rated "advanced," a student must meet the criteria for "proficient" AND establishes relationships with both university and school-based educators that are collegial and respectful; meetings regarding feedback typically become reciprocal discussions of teaching and learning
Seeks Feedback	No evidence exists that student contacts faculty about feedback <u>AND/OR</u> evidence demonstrates that the student never seeks out feedback and constructive criticism from other educators (e.g., coop or mentor teachers)	Feedback from faculty and field experience teachers indicates that student seeks out feedback from K-12 cooperating and field experience teachers, asking for constructive criticism	Consistent feedback across the period of time the student is in the program indicates that student seeks out feedback from K-12 cooperating and field experience teachers, asking for constructive criticism	To be rated "advanced," the student must meet all of the criteria for "proficient" AND demonstrate exceptional skills at seeking constructive feedback by asking thoughtful questions
Uses Feedback	No evidence exists in the eportfolio or in direct observation that student changes behavior based on feedback; may be evidence that student continues to make errors after receiving specific feedback about performance	Evidence demonstrates at least one example of a change in teaching practice based on feedback; example(s) of changes in teaching are ideas written in reflections but may not be actually documented in performance	Evidence demonstrates: a) frequent reflections of teaching that utilize feedback in suggesting changes and b) at least one example of an important change in teaching performance based on feedback from others	To be rated "advanced," student meets criteria for "proficient" and provides more than one example of significant change based on feedback

Operationalization/Criteria:

Guidelines for Admission to Education:

1. Benchmark for admission is a rating of "proficient" on dimension "respects input:" *S/he demonstrates consistent respect for input of others.*
2. To score, review faculty and classroom teacher evaluations and average ratings, considering any additional information made available from TEIMS . Any rating in then"basic" range must be followed up with a recommendation of admission with reservations.

Evidence to be Evaluated:

Faculty and field experience teacher evaluations, notes included in student's file, intervention/support plans

Guidelines for Admission to Student Teaching:

Benchmark is a rating of "proficient" on all dimensions, indicating consistent respect and use of feedback to improve teaching during the time the student is in the program.

Evidence to be Evaluated:

Faculty and field experience teacher evaluations, notes included in student's file, intervention/support plans, reflections from Goals 1-8, reflections related to lesson plans, eportfolio exhibits that demonstrate changes in planning and/or teaching based on feedback

Guidelines for Program Completion/Student Teaching:

1. Benchmark is a rating of "proficient" on all dimensions, requiring consistent respect and use of feedback over the time the student is in the program, including teaching.
2. The OVERALL rating should average ratings across the dimensions. The Inventory narrative should cite an example of performance; e.g., *Based on feedback concerning the quality of questioning and too brief wait time, she increased higher order questions and wait time and improved the distribution of students she called on; she developed a form for her supervisor and cooperating teacher to use to give her feedback on her questioning.*

Evidence to be Evaluated:

Field experience teacher evaluations, notes in student's file, intervention/support plans AND direct observation during teaching and feedback from cooperating teacher or other educators

Rationale:

- Beyer, L.E. (1984). Field experience, ideology, and the development of critical reflectivity. *Journal of Teacher Education*, 35(3), 36-41.
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- Diez, M.E., & Raths, J.D. (2007). *Dispositions in teacher education: Their nature, development, and assessment*. IAP.
- Friend, M., & Cook, L. (2003). *Interactions: Collaboration skills for school professionals* (4th ed.). Boston: Allyn & Bacon.
- Interstate New Teacher Assessment and Support Consortium (INTASC). (1991). *Model standards for beginning teacher licensing and development*. Washington, DC: Council of Chief State School Officers. Available at <http://www.coe.ilstu.edu/ncate/intascprinciples.htm>.
- Katz, L. G. (1993). *Dispositions as educational goals*. ERIC Clearinghouse on Elementary and Early Childhood Education. EDO-PS-93-10.
- Ross, D.D. (1990). Programmatic structures for the preparation of reflective teachers. In R.T. Cliff, W.R. Houston, & M.C. Pugach (Eds.), *Encouraging reflective practice in education* (pp. 97-118). New York: Teachers College Press.
- Schon, D.A. (1987). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.
- Shulman, L. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.
- Wald, P.J., & Castleberry, M.S. (2000). *Educators as learners: Creating a professional learning community in your school*. Alexandria, VA: ASCD.