

### 8.9 Communicates through speaking, writing, and listening at a professional level.

	Basic (1.0-1.9)	Developing (2.0-2.9)	Proficient (3.0-3.9)	Advanced (4.0)
	<i>A score in the "basic" range indicates CONSISTENT errors in at least one of the rows in a dimension; these errors seriously affect success in current courses and performance in a field experiences; if not remediated, would be inappropriate for a teacher</i>	<i>A score in the "developing" range indicates that the student needs further development in at least one area of a dimension but errors are not significant enough to recommend denial of admission (because the problems would not result in serious failure in future education courses and/or in field experiences); however, if not remediated, deficiencies would be inappropriate for a teacher</i>	<i>A score in the "proficient" range indicates that the student meets all of the criteria in each dimension for professional communication skills; some inconsistencies may occur as they do for well-prepared professionals</i>	<i>To receive a score of "advanced," the student must meet criteria below in a manner of an exceptional communicator whose writing, speech, and listening are beyond those of the average well-prepared teacher</i>
	<i>Deficient Examples:</i>	<i>Criteria for Professional Skills in Each Area:</i>		
<b>Speaking</b>	<p>Errors in formal English when speaking in class; appears unaware of own non-standard usage</p> <p>Errors in formal English when speaking to students/teacher in K-12 settings; appears unaware of non-standard usage</p> <p>Mannerisms while speaking which interfere with attention to message</p> <p>Uses slang in formal presentations</p> <p>Speaks too quietly or quickly; often difficult to understand</p>	<p>Uses formal English when speaking in class; able to correct self when prompted</p> <p>Uses formal English when speaking to students/teachers in K-12 settings; able to correct self when prompted</p> <p>Mannerisms while speaking do not interfere with attention to message; able to correct self when prompted</p> <p>Lack of slang in formal presentations</p> <p>Speed and loudness are adequate when speaks in a classroom; easy to understand</p>		
<b>Writing</b>	<p>Linguistic errors (syntactic, semantic) and/or conventional errors (spelling, capitalization, punctuation) in writing</p> <p>Logic and/or organizational errors in writing</p> <p>Fails to edit writing</p> <p>Writing fails to communicate meaning</p>	<p>Makes infrequent linguistic errors (syntactic, semantic) and/or conventional errors (spelling, capitalization, punctuation) in writing; able to correct with feedback</p> <p>Writing is well-organized and logical; able to correct errors with feedback</p> <p>Edits writing</p> <p>Writing communicates meaning</p>		
<b>Listening</b>	<p>Does not appear to actively listen to others; may not be able to contribute to conversation because of failure to listen; frequently speaks while others are speaking</p> <p>Monopolizes discussions and conversations; does not allow participation of others</p>	<p>Appears to actively listen to others; respects others who are speaking by actively listening</p> <p>Participates collaboratively in discussions and conversations, listening and contributing equally with others</p>	<p>Appears to actively listen to others; respects others who are speaking by actively listening; dialogues in class with other students and/or colleagues, not just teacher</p> <p>Participates collaboratively in discussions and conversations, listening and contributing equally with others</p>	<p>Consistently respects others who are speaking by actively listening; frequently dialogues with other students and/or colleagues, not just teacher</p> <p>Provides leadership by encouraging equal participation of others through prompting, questioning, and feedback</p>

## **Operationalization/Criteria:**

### **Guidelines for Admission to Education:**

1. Benchmark is "proficient" on all dimensions of the standard.
2. To score Listening and Speaking dimensions, review and average the ratings of faculty and field experience teacher; videoclip of teaching may be viewed for speaking.
3. To score the Writing dimension, a) average ratings of faculty and the field experience teacher, b) evaluate writing in the portfolio, and c) average these ratings. Because this standard reflects public, professional writing, you need not consider grades or standardized test scores in this evaluation.
4. The OVERALL rating for the standard should be an average of these scores.
5. Any scores below "proficient" should result in a recommendation of admission with reservations, with a notation about concerns raised; scores in the "basic" range may result in arecommendation of denial of admission to education.

### **Evidence to be Evaluated:**

3 Faculty recommendations, field experience teacher's final evaluation, videoclip (speaking), writing in the portfolio

### **Guidelines at Admission to Student Teaching:**

1. Evaluate faculty and field experience teacher evaluations, notes included in student's file, intervention/support plans, eportfolio exhibits (evaluated for writing quality).
2. For speech: may review videoclip of teaching.
3. The benchmark for admission to student teaching should be consistent "proficient" evidence across the time the student is in the program.

### **Evidence to be Evaluated:**

Faculty and field experience teachers' evaluations, notes included in student's file, intervention/support plans, eportfolio exhibits (evaluated for writing quality);

For speech: may review videoclip of teaching

### **Guidelines for Program Completion/Student Teaching:**

1. Benchmark is a rating of "proficient" on all dimensions, including consistent performance on all dimensions during the final teaching experience (student teaching/practicum)
2. The OVERALL rating should average ratings across the dimensions. The Inventory narrative should cite an example of performance; e.g., *Her writing and speaking during all lessons observed by the supervisor consistently met all standards of formal English.*

### **Evidence to be Evaluated:**

Field experience teachers'/coaches evaluations, notes in student's file, intervention/support plans, eportfolio exhibits (for writing) AND direct observation during teaching and feedback from cooperating teacher or other educators