

7.5 Is sensitive and responsive to clues of student distress, actively listening and advocating for students, and seeking outside help as needed and appropriate to remedy problems. CO 8.2

	Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
Sensitive & Responsive	No evidence, OR often fails to recognize or ignores student signs of distress OR if does recognize signs, fails to act to assist student	Recognizes student signs of distress and shares concerns with classroom teacher (for student teachers) or supervisor (for TiR teachers)	Consistently recognizes student signs of distress and independently takes action as needed to remedy problem; collaborates with other professionals as appropriate to ensure need is addressed; assumes extra effort and work to accomplish this	Meets criteria for "proficient" and demonstrates "advanced" ability to empathize and respond to students, recognizing subtle signs of distress, acting proactively, and independently taking action as needed to evaluate and remedy the situation (e.g., s/he consistently assumes extra effort and work in order to meet the needs of individual students)
	No evidence OR does not understand or apply active listening skills with students to determine students' needs; reactions to students in stress result in conflict, defensive reactions, heightened emotions	Can apply active listening skills (showing interest, hearing them out, separating feelings, understanding nonverbal cues, interpreting messages, not arguing) with students in some situations but may need support to determine student needs; may at times react by becoming defensive, increasing conflict, or heightening emotions	Consistently applies active listening skills, even in situations in which students are emotional and/or under stress; consistently handles situations involving conflicts in a positive manner	
Advocacy	Sometimes makes disparaging or belittling comments AND/OR engages in disparaging gossip about students and/or their families to peers, teachers, or to K-12 students themselves	Does not engage in disparaging or belittling comments or participate in disparaging gossip about students and/or their families to peers, teachers, or to K-12 students themselves; limited evidence (or none) concerning advocacy	Meets criteria for "developing" AND provides evidence that s/he assumes role of advocate for students and their families, including students/families in need (through discussion with colleagues, reflection, advocacy activities in the community)	Meets criteria for "proficient" and 1) demonstrates advocacy for policies/activities/goals that benefit individual students, even if this means additional work or effort AND/ OR 2) demonstrates activities to develop positive attitudes among other professionals or the community toward persons with need/exceptionalities, representing them with an objective regard for their possibilities and their limitations as persons in a democratic society
	No evidence OR appears unaware of his/her role as a mandatory reporter, including knowledge of signs of abuse and neglect and reporting process (from discussions, direct observation)	Aware of his/her role as a mandatory reporter, including knowledge of signs of abuse and neglect and reporting process	Meets criteria for "developing" and, if situation occurs, implements appropriate steps in reporting possible abuse or neglect in a timely manner, following chain of command	

Note: Knowledge of school and community services is included in standard 7.4.

Operationalization/Criteria:

Guidelines for Admission to Education: *Not evaluated at admission to education*

Guidelines for Admission to Student Teaching: *Understands role of teachers as advocates for students*

1. This standard is addressed in student teaching, though background understanding of the teacher's role as an advocate is embedded in courses across the program.
2. Supervisors should determine students' understanding of criteria in dimension #2 (awareness of role as mandatory reporter); information related to this standard from faculty and/or field experience teachers will be made available prior to student teaching.

Examples of Evidence:

Interviews with students, resume (detailing attendance at training for mandatory reporters), reflection for Goal 7

Guidelines for Program Completion/Student Teaching:

1. Required for program completion are ratings of "proficient" on all dimensions, evaluating for consistency of performance.
2. Review portfolio evidence, observe teacher interactions with students in the classroom and informal times (e.g., before and after class), and interview teacher or other educators if necessary (cooperating teacher for student teachers) to gain information.
3. Determine the OVERALL rating by averaging the ratings across the dimensions.
5. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *Learned some survival Spanish in order to ask questions and needs of two monolingual students in her classroom; located resources for these students who did not have school supplies and needed glasses*

Examples of Evidence:

Direct observation of interactions with K-12 students in a variety of situations, interviews with student and cooperating teacher or other in school (if appropriate), examples of advocacy efforts in terms of written evidence of program changes and efforts, reflections and weekly logs, descriptions of students/families in written documents

Rationale:

Goodlad, J.I., Soder, S., & Sirotnik, K.A. (1990). *The moral dimensions of teaching*. San Francisco: Jossey-Bass.

Kozol, J. (2000). *Ordinary resurrections: Children in the years of hope*. New York: Crown.

Gordon, T.(1974). *Teacher effectiveness training*. New York: David McKay (rationale: taxonomy of active listening skills)

National Education Association Code of Ethics. Retrieved from www.nea.org.

National Clearinghouse on Child Abuse and Neglect: www.calib.com/nccanch