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

<table>
<thead>
<tr>
<th>Basic (1.0-1.9)</th>
<th>Developing (2.0-2.9)</th>
<th>Proficient (3.0-3.9)</th>
<th>Advanced (4.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respects Input</strong></td>
<td>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</td>
<td>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</td>
<td>Consistent evidence exists that student shows respect to faculty, coaches and/or other educators by listening 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</td>
</tr>
<tr>
<td><strong>Seeks Feedback</strong></td>
<td>No evidence exists that student contacts faculty about feedback AND/OR evidence demonstrates that the student never seeks out feedback and constructive criticism from other educators (e.g., coop or mentor teachers)</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td><strong>Uses Feedback</strong></td>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
</tbody>
</table>

**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: