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| **Assurance of Student Learning****2023-2024** |
| College of Education and Behavioral Sciences  | School of Teacher Education |
| Interdisciplinary Early Childhood Education Program BS #526 |
| Sue Keesey, Director |

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| ***Is this an online program***? [ ]  Yes [x]  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here X[x]  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** |

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| **Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.** |
| **Student Learning Outcome 1:** Students will demonstrate proficiency in student teaching and clinical experiences. |
| **Instrument 1** | **Direct: WKU Clinical Dispositions Rating (scored by rubric)** |
| **Instrument 2** | **Direct: CAEP Key Assessment 7: Teacher Work Sample (scored by rubric)** |
| **Instrument 3** | **N/A** |
| **Based on your results, circle or highlight your conclusion regarding the program’s goal of meeting Student Learning Outcome 1.** | **Met** | **Not Met** |
| **Student Learning Outcome 2:** Students will demonstrate understanding of effective assessment practices.  |
| **Instrument 1** | **Direct: CAEP Key Assessment 5A: Learning Goals and Pre/Post Assessment (scored by rubric)** |
| **Instrument 2** | **Direct: CAEP Key Assessment 5B: Analysis of Student Learning (scored by rubric)** |
| **Instrument 3** | **N/A** |
| **Based on your results, circle or highlight your conclusion regarding the program’s goal of meeting Student Learning Outcome 2.** | **Met** | **Not Met** |
| **Student Learning Outcome 3:**  Students will demonstrate principles of learning and teaching |
| **Instrument 1** | **Direct: PRAXIS 5023 Interdisciplinary Early Childhood Education**  |
| **Instrument 2** | **Direct: CAEP Key Assessment 6: Design for Instruction (scored by rubric)** |
| **Instrument 3** | **N/A**  |
| **Based on your results, circle or highlight your conclusion regarding the program’s goal of meeting Student Learning Outcome 3.** | **Met** | **Not Met** |

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| **Student Learning Outcome 1** |
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| Students will demonstrate proficiency in student teaching and clinical experiences. |

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| **Measurement Instrument 1**  | **Direct: WKU Clinical Dispositions Rating (scored by rubric)**Students are observed in clinical settings by cooperating teachers and the faculty members teaching clinical courses. Cooperating teachers and clinical faculty complete a 10-item WKU Clinical Dispositions Ratings form for each clinical student. Scores are based on the following scale: 1=Minimal Effectiveness, 2=Emerging, 3=Accomplished |
| **Criteria for Student Success** | Students must achieve an average composite score of 2 or 3 in order to be considered successful. |
| **Program Success Target for this Measurement** | 100% of students will achieve an average composite score of 2 or 3. | **Percent of Program Achieving Target** | 100% of students achieved an average composite score of 2 or 3. |
| **Methods**  | Students were observed during IECE 422 by both cooperating teachers and clinical faculty members. Each cooperating teacher and clinical faculty member completed a 10-item WKU Clinical Dispositions Ratings form for each clinical student. The 10 dispositions included: teachable, passion for teaching, high expectations, collaborative, flexible, caring, perceptive, integrity, communication, and professionalism. Scores were based on the following scale: 1=Minimal Effectiveness, 2=Emerging, 3=Accomplished. |
| **Measurement Instrument 2** | **Direct: CAEP Key Assessment 7: Teacher Work Sample (scored by rubric)**This Key Assessment requires all teacher candidates to demonstrate their ability to design a unit of instruction from beginning to end. They design a pre- and post-assessment, instructional strategies, and lesson plans; describe and evaluate the learning context; differentiate for students’ needs; use formative and summative assessments to evaluate student learning; analyze assessment data; and reflect on their own practice as a teacher**.** Scores are based on the following scale: 1 (Insufficient), 2 (Developing), 3 (Proficient), 4 (Exemplary)  |
| **Criteria for Student Success** | Students must achieve an average composite score of 2 or above on the Teacher Work Sample in order to be considered successful.  |
| **Program Success Target for this Measurement** | 100% of students will achieve an average composite score of 2 or above. | **Percent of Program Achieving Target** | 100% of students achieved an average composite score of 2 or above |
| **Methods** | The Teacher Work Sample is considered as a capstone project and is a requirement of the EDU 489 course. All IECE students take EDU 489 during their student teaching semester, which is their final semester. All students design a unit of instruction including pre- & post test, lessons, formative assessments, differentiated instruction, and analysis of student learning. Students’ work is scored based on the following scale: 1 (Insufficient), 2 (Developing), 3 (proficient), 4 (Exemplary). |
| **Based on the results above, circle or highlight your conclusion regarding the program’s goal of meeting Student Learning Outcome 1.** | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) |
| Beginning with the spring 2024 semester, any student, who receives a score of 1 for any individual disposition categories on the WKU Clinical Dispositions Ratings form, is placed on a remediation plan for dispositional growth. Alignment of all lesson planning templates within the program have been updated to match the teacher work sample planning template for 2024-25. Dispositions within the Clinical Dispositions Ratings rubric will be explicitly taught and reviewed in courses with clinical placements. |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| Follow-up will begin immediately, and data will be compared following the implementation of the new lesson planning template in all courses and the dispositional remediation plans.  |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| Student Learning Outcome 1 will be reassessed in fall 2024 and spring 2025. |

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| **Student Learning Outcome 2** |
| **Student Learning Outcome 2** | Students will demonstrate understanding of effective assessment practices. |
| **Measurement Instrument 1** | **Direct: CAEP Key Assessment 5A: Learning Goals and Pre/Post Assessment (scored by rubric)**This Key Assessment requires all teacher candidates to demonstrate their ability to set learning targets and design assessments that align to the content standards. Scores are based on the following scale: 1 (Insufficient), 2 (Developing), 3 (Proficient), 4 (Exemplary) |
| **Criteria for Student Success** | Students must achieve an average composite score of 3 or above on Key Assessment 5A, with no individual indicators below a score of 2. |
| **Program Success Target for this Measurement** |  90% of students will achieve an average composite score of 3 or above, with no individual indicators below a score of 2. | **Percent of Program Achieving Target** | 28% of students had an average score of 3 or above,with no individual indicators below a score of 2. |
| **Methods**  | Students completed Key Assessment 5A as a part of their culminating coursework for IECE 422. They set learning targets aligned with IECE content standards for 2 unit goals, and they designed assessments to measure student achievement for the learning targets. Faculty evaluated the assignment. |
| **Measurement Instrument 2** | **Direct: CAEP Key Assessment 5B: Analysis of Student Learning (scored by rubric)**This Key Assessment requires all teacher candidates to demonstrate their ability to analyze data and assess learning, based on students results from the assessments created in Key Assessment 5A. |
| **Criteria for Student Success** | Students must achieve an average composite score of 3 or above on Key Assessment 5B, with no individual indicators below a score of 2. |
| **Program Success Target for this Measurement** | 90% of students will achieve an average composite score of 3 or above, with no individual indicators below a score of 2. | **Percent of Program Achieving Target** | 55% of students had an average score of 3 or above,and 91% of students had no individual indicators below a score of 2.  |
| **Methods** | Students completed Key Assessment 5B as a part of their culminating coursework for IECE 422. Students used the assessment results from their Key Assessment 5A to analyze student learning and reflect on the instruction they provided. Faculty evaluated the assignment. |
| **Based on the results above, circle or highlight your conclusion regarding the program’s goal of meeting Student Learning Outcome 2.** | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) |
| Beginning with the 2024-25 academic year, course sequencing will be more closely adhered to, in order for IECE students to have opportunities to create assessments and analyze learning prior to being enrolled in IECE 422. |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| Follow-up will begin immediately, with advisors being made aware of the importance of course sequence for IECE majors. |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| Student Learning Outcome 2 will be reassessed in fall 2024. |

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| **Student Learning Outcome 3** |
| **Student Learning Outcome**  | Students will demonstrate principles of learning and teaching |
| **Measurement Instrument 1** | **Direct: PRAXIS 5023 Interdisciplinary Early Childhood Education** The Interdisciplinary Early Childhood Education (IECE) test is designed to measure the professional knowledge and skills of prospective teachers of young children (birth through kindergarten). The categories included on the PRAXIS test include: (1) Growth and Development of Young Children Across the Spectrum of Development; (2) Educational and Service Requirements for Children with a Range of Abilities and Special Needs; (3) Curriculum, Instruction, and Assessment for Young Children; (4) Play and Learning Environment for Young Children; (5) Collaboration with Families and Colleagues; and (6) Professionalism and Growth through Professional Development  |
| **Criteria for Student Success** | Students must achieve a qualifying score of 162 in order to pass the PRAXIS 5023 Interdisciplinary Early Childhood Education test.  |
| **Program Success Target for this Measurement** | 95% of students will score at 162 or above on the PRAXIS 5023 Interdisciplinary Early Childhood Education test.  | **Percent of Program Achieving Target** | 100% of students achieved a score of 162 or greater. |
| **Methods**  | Teacher candidates complete the Interdisciplinary Early Childhood Education (IECE) PRAXIS test at an approved testing site. Proper identification is required and stringent testing protocol is followed. This is a timed, computer-based standardized test. Not all questions are scored, as several are used for norming to develop future test questions. Scores are reported directly to WKU. |
| **Measurement Instrument 2** | **Direct: CAEP Key Assessment 6: Design for Instruction (scored by rubric)**This Key Assessment requires all teacher candidates to demonstrate their ability to design effective instruction based on pre-assessment results. They must use their knowledge of students, the classroom environment, teaching methods, and students’ prior knowledge to determine the most effective strategy of instruction. |
| **Criteria for Student Success** | Students must achieve an average composite score of 2.5 or above on Key Assessment 6, with no individual indicators below a score of 2. |
| **Program Success Target for this Measurement** | 90% of students will achieve an average composite score of 2.5 or above, with no individual indicators below a score of 2. | **Percent of Program Achieving Target** | 73%% of students had an average score of 2.5 or above,and 73% of students had no individual indicators below a score of 2. |
| **Methods** | Students completed Key Assessment 6 as a part of their culminating coursework for IECE 422. Faculty evaluated the assignment, which required students to create a detailed document explaining the learning goals, objectives of the lesson, instructional methods, assessments, and modifications/accommodations for different students. |
| **Based on the results above, circle or highlight your conclusion regarding the program’s goal of meeting Student Learning Outcome 3.** | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) |
| Beginning with the 2024-25 academic year, course sequencing will be more closely adhered to, in order for IECE students to have opportunities to create assessments and analyze learning prior to being enrolled in IECE 422. |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| Follow-up will begin immediately, with advisors being made aware of the importance of course sequence for IECE majors. |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |

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| Student Learning Outcome 3 will be reassessed in fall 2024. |

**IECE CURRICULUM MAP**



**Key Assessment 5A Scoring Rubric**

***\*Note:  To achieve an Exemplary on the rubric, a student must meet all the proficient expectations as well as the items in the Exemplary column*.**

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|  | **Beginning** | **Developing** | **Proficient** | **Exemplary\*** |
| **UGA 1: Unit Goals**KTPS: 1, 4, 5 | More than one item is incomplete. | One item is incomplete. | Unit goals are clear with learning outcomes stated in behavioral terms, challenging Bloom’s levels, and appropriate for standards and the consideration of students and learners at different levels. | Cites sources to support the appropriateness of learning goals. |
| **UGA 2:  Contextual Factors**KTPS: 2, 7, 8 | Contextual factors are briefly described with minimal implications. | Contextual factors are thoroughly described with 1 important implication per factor. | Thoroughly described contextual factors and implications.  Each section has 2 or more important implications for the unit.  | Cites data and sources to support contextual factor information and implications. |
| **UGA 3: Pre/Post Assessment**KTPS: 1, 4, 5, 6 | More than one item is incomplete. | One item is incomplete. | Pre/post assessment aligned to learning goals, standards, and Bloom’s level.  Appropriate for the grade level. Includes 2 or more assessment types, mastery levels, and scoring tools. | Provides thorough written justification with evidence that the assessment design is reliable and valid.  Insert your justification below your pre/post-test table. |

**Key Assessment 5B Scoring Rubric**

***\*Note:  To achieve an Exemplary on the rubric, a student must meet all the proficient expectations as well as the items in the Exemplary column*.**

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| **Analysis of Student Performance and Reflection of Teaching** |
| **Criteria** | **Beginning** | **Developing** | **Proficient** | **Exemplary** |
| **ASL 1****Visual Representation of Student Performance**KTPS 1, 2, 6 | Missing 2 or more visual representations or visualsdo not clearly or accurately communicate data | All graphs included with minor errors.  | Sophisticated use of technology tools to create all 6 graphs/tables that communicate student learning data legibly and accurately. | Developing a unique chart or graph to enhance analysis. |
| **ASL 2****Analysis of Student****Performance Data** KTPS 1, 2, 6 | Minimal or unclear analysis of student performance data. | Some analysis of student performance data | Accurate and logical analysis of the data results to determine the progress of individuals and groups toward learning goals. | Thorough elaboration citing specific and meaningful data beyond the required graphs, data, and student performance. |
| **ASL 3****Instructional Implications from Data/Conclusions** KTPS 1, 2, 5, 6, 7 | Inaccurate conclusions and instructional implications drawn from data or inaccurate data used to draw conclusions. | Some or unclear conclusions and instructional implications drawn from data and reported using both percentages and raw data. | Accurate and meaningful conclusions and instructional implications are drawn from data referencing trends and patterns in student performance and misconceptions of content. | Thorough elaboration and meaningful implications/conclusions drawn beyond the required criteria, referencing a plan for improving instruction. |
| **ASL 4****Identify Teaching Strength and Improvements**KTPS: 1, 2,  9  | Minimal or inaccurate discussions of strengths and improvements. | Some discussion of teacher’s strengths and improvements | Appropriate, logical, and detailed discussion of 1 of the teacher's strengths and 2 improvements as related to student learning.  | Includes extra video clip and/or instructional  examples showing thorough elaboration and meaningful understanding of strengths and how to improve as a teacher. |

**Key Assessment 6 Scoring Rubric**

***\*Note:  To achieve an Exemplary on the rubric, a student must meet all the proficient expectations as well as the items in the Exemplary column*.**

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|  | **Beginning** | **Developing** | **Proficient** | **Exemplary\*** |
| **DI 1:  Alignment**KTPS 1, 2, 3, 4, 5, 6, 7  | Misalignment in more than 1 area.  | Misalignment in 1 area.Some omissions or errors.  | Unit goals, lesson objectives, targets, Bloom’s levels, strategies, and assessments are in complete alignment. | Visual created that demonstrates complete alignment among all instructional parts. |
| **DI 2: Content**KTPS 4,5,7,8 | Activity-driven instruction;  included minimal content. | Content included but not the focus of lessons;  some omissions or errors.  | Content-driven instruction; content is accurate,  adequately defined, and scaffolds learners toward attainment of the Unit Goals. | Content-driven instruction; content is in-depth, accurate, clearly defined,  and skillfully scaffolded learners toward attainment of the Unit Goals.  Cite research-based sources. |
| **DI 3:  Cognitive Engagement**KTPS 1, 2, 3, 4, 5, 6, 7, 8 | Not fully addressing more than 1 area of engagement | Not fully addressing 1 area of engagement in daily plans | Students are actively involved in high-level thinking tasks, real-world learning, using technology, and a variety of tasks and assessments, as appropriate. Appropriate transitions among strategies.  | Engagement tasks are defended by explaining and citing multiple sources of research-based strategies and assessments. Smooth transitions among strategies.  |
| **DI 4: Formative Assessment**KTPS 6,7 | Formative assessments included but do not meet validity and reliability standards.  | Noted formative assessments; limited variety; most assessments are valid and/or reliable tools with which to document progress toward mastery of the Unit Goals.  | Included and adequately described the use of multiple formative assessments; sufficient variety across lessons; assessments are valid and reliable tools with which to document progress toward mastery of the Unit Goals.  | Included and fully described the use of multiple formative assessments; significantly variety across lessons; all assessments are valid and reliable tools with which to document progress toward mastery of the Unit Goals. Cite research-based sources. |
| **DI 5:  Differentiation**KTPS 1, 2, 3, 4, 5, 6, 7, 8 | Minimal efforts to differentiate | Several examples of differentiation | Pre-assessment data and contextual factors are utilized to effectively differentiate daily lesson plans by considering student interests, learning preferences, readiness, and learning environment. | Differentiation methods are defended by explaining and citing multiple sources of research-based techniques. |

**WKU Clinical Dispositions Ratings Rubric**

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**Name of Student Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**WKU Dispositions Ratings**

The University Supervisor and Mentor Teacher will collaborate to decide on ratings for the 10 categories listed on the Dispositions Rubric. We encourage comments to help our student teachers grow and develop their dispositional skillset. This form is used for review purposes only. The final scores and comments will be entered into Anthology by the University Supervisor.

Choose one rating for each of the 10 categories below using the following key:

**1 = Minimal Effectiveness,  2 = Emerging,  3 = Accomplished**

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| **Rating** | **1****Minimal Effectiveness** | **2****Emerging** | **3****Accomplished** |
| **Teachable:** openness to feedback, adaptability, willingness to learn | Resists feedback, avoids self-improvement. Exhibits inflexible teaching methods. Shows resistance to change. Ignores student diversity. Avoids collaboration and reflection. Doesn't adapt to data. Repeats ineffective approaches. | Actively seeks feedback. Demonstrates enthusiasm for learning and improvement. Displays a teachable disposition. Explores diverse teaching strategies. Open to adapting methods. Shows commitment to growth. Embraces new teaching approaches.  | Actively seeks feedback and growth opportunities. Reflects on practices. Effectively adapts teaching strategies. Collaborates with colleagues. Prioritizes student needs. Displays unwavering commitment to growth.  |
| **Passion for Teaching:** enthusiasm and excitement about the teaching profession | Displays no enthusiasm when delivering content to students.  Fails to spark student interest while teaching.  Demonstrates apathy for teaching.  Uses a monotone voice to teach. | Struggles to consistently captivate students’ interest.  Sporadically demonstrates enthusiasm..  Strives for consistent engagement.  Demonstrates evolving positive energy. Makes  an effort to have an engaging presence. | Infuses excitement in teaching.  Captures students’ attention with passion.  Creates a vibrant classroom atmosphere. Elicits student curiosity and interest to foster student success.  Demonstrates mastery of an upbeat tone.   |
| **High Expectations:** lessons that challenge student thinking and teaching strategies to encourage high student performance and success | Designs content at the basic level.  Lacks challenging activities.  Misses deep thinking opportunities.  Does not integrate research based teaching strategies.  Ineffective at motivating students.  | Mixes engagement across activities.  Designs lessons with intermittent complexity.  Efforts at challenging students are uneven.  Attempts higher order skill development.  Offers sporadic encouragement. | Crafts consistently challenging lessons.  Creates excitement for challenges.  Fosters a critical thinking environment.  Utilizes diverse teaching techniques.  Encourages deep critical thought.  Recognizes and celebrates successes. |
| **Collaborative:** respectful of others’ ideas, active collaboration, and strong relationship building | Demonstrates a lack of respect for others’ ideas, often dismissing them without consideration. Collaboration efforts are minimal, with no or limited engagement in group discussions and projects. Notable absence of effort in building relationships with team members. | Demonstrates respect for others’ ideas but may be dismissive or struggle to actively incorporate ideas into teaching. Makes an attempt to collaborate with others and build relationships. | Consistently demonstrates a high level of respect for others’ ideas, including actively seeking out collaboration opportunities. Excels in building strong, positive relationships with team members. |
| **Flexible:** lesson modification as needed to maximize learning and manage unexpected classroom situations | Struggles to adapt lessons in response to changing circumstances or student needs. Exhibits difficulty in handling unexpected disruptions or situations that occur within the classroom environment. May become overwhelmed or uncertain in managing unforeseen situations. | Makes in-the-moment adjustments to lessons, but might not consistently optimize learning opportunities. Adaptations and efforts to address problems but solutions might not always be effective. Some situations could still lead to uncertainty or stress. | Effectively modifies lessons to capitalize on teachable moments. Skillfully manages unexpected situations in the classroom, maintaining a calm and focused demeanor. Responses contribute to a positive and conducive learning environment. |
| **Caring:** uses encouraging and respectful words and actions, maintains a supportive and inclusive environment, and proactively connects with students | Demonstrates minimal encouragement to others, rarely offers positive feedback. Inconsistent in showing respect to others. Unable to consistently  maintain an inclusive and supportive environment. Displays minimal effort in connecting with students on a personal level. | Demonstrates positive communication, use of encouraging language, and offers positive feedback, but may be inconsistent. Attempts to treat others with respect but can sometimes be dismissive or unsupportive of individual student’s needs. Connects with each student, building a rapport based on trust. | Consistently demonstrates positive communication and uses uplifting and encouraging language. Maintains an inclusive and supportive environment, modeling respect for all students, their families, and colleagues, even in challenging situations. Proactively and authentically connects with each student, building a strong rapport based on trust. |
| **Perceptive:** interacts positively with disengaged students, consistently monitors and addresses classroom issues,  and shows awareness of effect of own behavior | Does not identify students who are disengaged or struggling. Fails to notice signs of disinterest or disconnection. Lacks awareness of classroom dynamics and issues that require attention. Lacks self-awareness and contributes to a negative classroom environment. | Identifies disengaged students. Efforts to re-engage students may be inconsistent and vary in effectiveness. Monitors classroom dynamics but may not consistently identify and address emerging issues. Demonstrates partial self-awareness of the impact of their actions and words and may sometimes inadvertently create a negative environment. | Proactively identifies and engages with disengaged students, employing effective strategies to re-engage them. Cultivates a positive and respectful classroom environment. Skillfully monitors classroom dynamics, swiftly identifying and addressing emerging issues. Demonstrates a high level of self-awareness, consistently considering the impact of their actions and words. |
| **Integrity:** Adheres to all WKU and host school policies and takes responsibility for effects of own actions | Demonstrates no commitment to adhering to university and school policies. Struggles to take ownership of the consequences of their actions. Deflects blame or fails to acknowledge the impact of their choices. Exhibits challenges in maintaining confidentiality, occasionally sharing information inappropriately or without due consideration for privacy. Does not take responsibility for actions. | Makes efforts to comply with university and school policies. Demonstrates a growing awareness of personal responsibility, though taking ownership of consequences may not always be consistent. Instances of deflection could still occur. Strives to maintain confidentiality, but there may be occasional lapses in judgment. Takes responsibility for actions. | Consistently adheres to university and school policies. Demonstrates a strong sense of accountability for their choices and actions. Acknowledges and addresses the impact of their decisions on others. Skillfully maintains confidentiality in all situations, respecting the privacy of individuals and sensitive information consistently. Takes responsibility for actions. |
| **Communication:** Seeks to foster respectful communication among all members of the learning community | Does not demonstrate interest in actively listening and observing others by thoughtfully responding. Does not engage proactively in communication with supervisors or mentors. Communication style does not indicate an understanding of how to communicate effectively in differing environments.  | Recognizes the importance of respectful communication and makes efforts to engage as a thoughtful listener and observer attempting to understand and respond to others' viewpoints. Is open to communication with supervisors and mentors but does not initiate the dialogue. Demonstrates growth in understanding in how to communicate effectively in differing environments.  | Prioritizes respectful communication, effectively addressing conflicts, and  models respectful communication while encouraging an inclusive communication environment. Demonstrates a proactive approach to communication with supervisors and mentors by taking a leadership role in maintaining communication.  |
| **Professionalism:** Seeks to  establish a positive and supportive learning environment | Lacks motivation and commitment to seek growth.  Not open to new ideas. Is often late or does not attend as expected and/or frequently does not wear professional attire and/or appears disheveled. Is often not prepared for work required of the program. Does not maintain professional boundaries with students, peers, and/or mentors in oral or technological communication.  | Demonstrates varying levels of commitment and motivation to seek growth.  Maintains attendance and punctuality and a professional appearance. Dedicates appropriate time and energy to their work and requirements of the program. Establishes and maintains professional boundaries with students,  peers and/or mentors.  | Demonstrates dedication to continued professional growth**.** Actively seeks professional feedback from others to improve instructional practice.Dedicates more time than is required to instructional development and/or participating in the school community. Reflects and anticipates challenges to professional boundaries and requests assistance when needed.  |

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| **Comments regarding the ratings above.  (Please feel free to add additional information on ways we can improve our teacher education program.)** |