



DEPARTMENTAL PLAN FOR ASSESSMENT OF STUDENT LEARNING 2004-2005 ACADEMIC YEAR

Department: Teaching & Learning

Program: Undergraduate Licensure Programs: Early Childhood, Elementary, Middle, Secondary, and various double and combined majors

Mission Statement: The Department of Teaching & Learning at the University of North Dakota is committed to lighting the path to life long learning in a global society.

Goal: Prepare teacher candidates to work effectively in P-12 schools.

Background Information: The undergraduate licensure programs in the Department of Teaching & Learning include Early Childhood Education, Elementary Education, Middle Level Education, and Secondary Education (especially Social Studies and Science Education), and various combined majors (e.g., Middle/Elementary combined major). Additionally, our department is linked with departments at UND that offer undergraduate secondary education degrees (e.g., English Education). We are also linked to the EHD Office of Teacher Education and Office of Field Placement—the office that manages field and student teaching experiences.

Teacher Candidates Defined:

A TL teacher candidate is a developing professional who is on a journey using inquiry, experience and reflection to continually grow as a learner, an active agent of learning, and an articulate visionary. A teacher candidate possesses knowledge, skills, and dispositions to work effectively in schools.

Knowledge, Skills and Dispositions Defined:

- Candidates possess a stance towards on-going learning which continually advances their professional knowledge, skills, and dispositions
- Candidates are knowledgeable about human learning, development, and individualized needs
- Candidates possess the background knowledge and commitment to create effective learning environments for all learners
- Candidates apply their professional knowledge, skills and dispositions to plan and prepare, and to some extent, implement effective lessons and assess student learning
- Candidates are effective communicators
- Candidates are reflective thinkers
- Candidates envision serving as advocates for students and the profession

Teacher Candidates Change Over Time:

The applicant who is admitted to teacher education demonstrates the potential to learn to use inquiry, experience in the field, and reflection to acquire the knowledge, skills and dispositions to be an active agent of learning, life-long learner, and articulate visionary.

The teacher candidate is learning to use inquiry, experience in the field, and reflection to acquire the knowledge, skills and dispositions to impact students in the classroom (active agent of learning), be life-long learner, and an articulate visionary.

The student teacher can independently use inquiry, experience, and reflection to continue acquiring the requisite knowledge, skills and dispositions to be an active agent of learning, a life-long learner, and an articulate visionary.

Role of the Conceptual Framework in the TL Undergraduate Assessment Plan:

The assessment plan for the undergraduate programs in the Department of Teaching & Learning stems from the Conceptual Framework of Teacher Education at the University of North Dakota. It is the organizing element for our data collection, interpretation, and program changes. The Department of Teaching & Learning ascribes to the principles expressed in the Conceptual Framework. In essence the Conceptual Framework views teachers as learners, agents of learning, and visionaries.

- Teacher as Learner: Teachers are committed to the continuing process of learning within an emphasis on learning to teach.
- Teacher as Active Agent of Learning: Teachers take an active role in promoting the learning of all students. They embrace diversity and support pluralistic view. Additionally, they examine the role of technology and apply it effectively in their classrooms to enhance learning and advance the teaching process.
- Teacher as Articulate Visionary: Teachers can envision alternative solutions to the challenges posed in schools.

Role of the INTASC Standards in the TL Undergraduate Assessment Plan: Our Master Rubric articulates the program standards of the Department of Teaching & Learning. The INTASC Standards served as the content base for our program standards. The INTASC Standards are widely used in education programs (and NCATE accredited programs) as the basis for articulating what teachers need to know and be able to do to be effective in P-12 settings. They articulate the knowledge, skills, and dispositions that teachers need to develop and embrace.

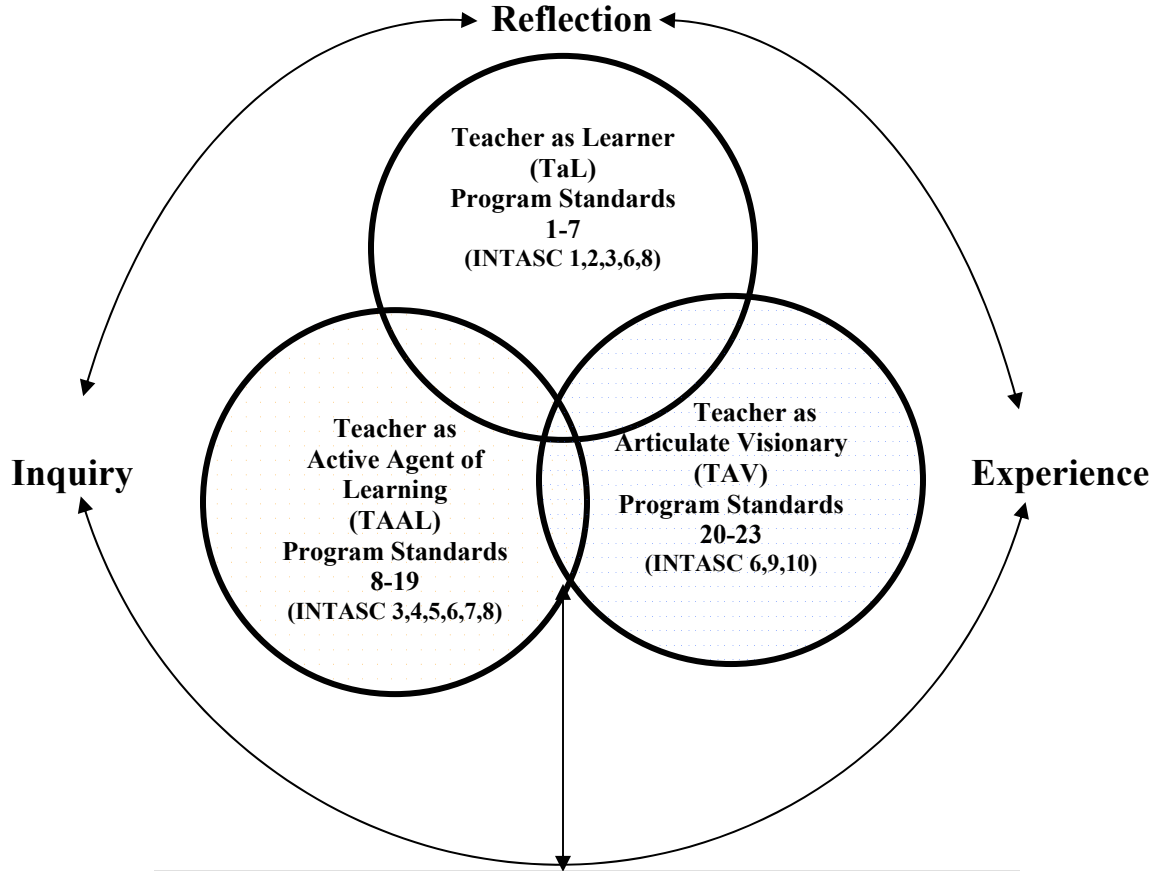
Overview of the Undergraduate Assessment Plan: Assessing UND Teacher Candidates & Undergraduate Licensure Programs

Student Learning Goals & Objectives	What are our program’s goals and objectives? What will students be able to think, know, do or feel because of a given educational experience?	Teacher candidates: possess the knowledge, skills and dispositions to work effectively in P-12 schools; use inquiry, experience and reflection to continually grow as a learner, an active agent of learning, and an articulate visionary
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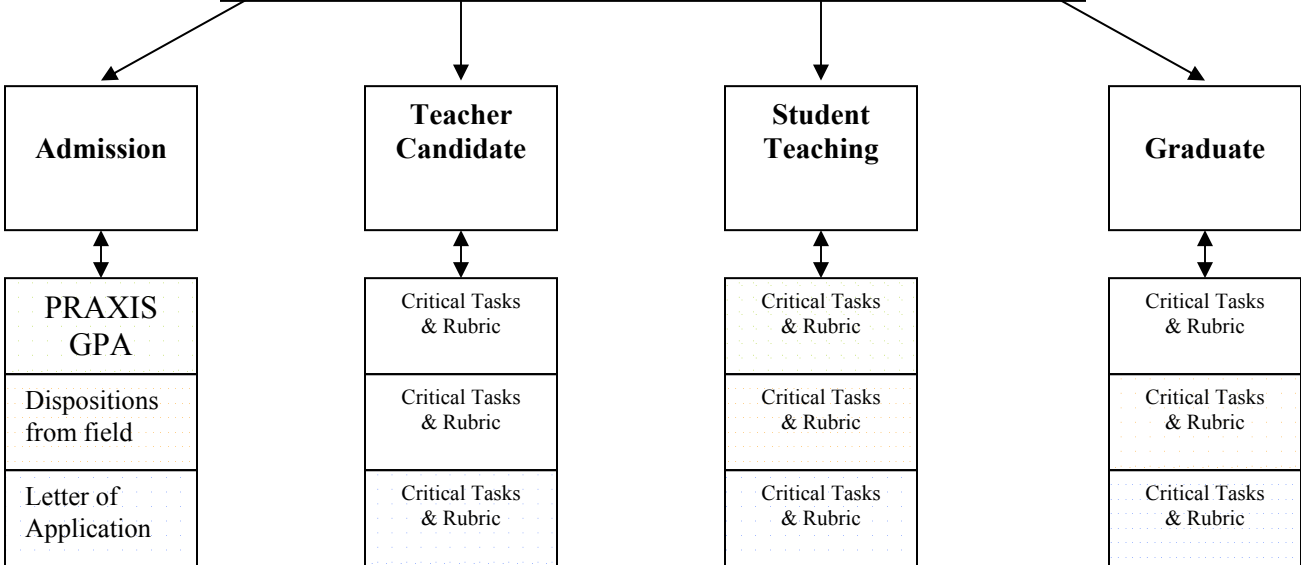
<p>Educational Experiences</p>	<p>How will the goals and objectives be met? What program experiences (courses, seminars, research, etc.) help students achieve the desired outcomes?</p>	<p>Program application, course work, field experiences in diverse settings, portfolio development and review, and student teaching combine to prepare teacher candidates to become effective professionals. <u>Critical Tasks:</u> Embedded in program experiences are Critical Tasks. These tasks have been identified by faculty, across program areas. These tasks embody the knowledge, skills and dispositions that teacher candidates must develop in order to perform as effective teachers in P-12 schools. Further, the tasks engage teacher candidates in using the tools of learning: inquiry, experience, and reflection. Examples of Critical Tasks include: lesson planning, teaching and assessing, case and child studies, statements of personal histories, and teaching-related statements of “beliefs” and practices (i.e., philosophy of teaching statements).</p>
<p>Assessment Methods</p>	<p>What assessment methods will we use to collect data about what our students have learned? What are our criteria for success? How will we know the objectives have been met? What level of performance meets each objective? How will we interpret and evaluate the data?</p>	<p><u>Standards-Based Rubrics:</u> Assessment data are collected from Critical Tasks embedded in course work and identified by department faculty in all program areas. For each Critical Task, achievement is measured using standards-based rubrics. A rubric for each Critical Task is developed from the TL Master Rubric (which originates and is adapted from the INTASC standards). The TL Master Rubric is comprised of 23 standards and organized into three categories: Teacher as Learner (TaL—standards 1-7); Teacher as Active Agent of Learning (TAAL—standards 8-19); and Teacher as Articulate Visionary (TAV—standards 20-23). These standards embody the knowledge, skills, and dispositions identified in the professional literature that are required of teacher candidates to perform effectively in P-12 schools. <u>Achievement:</u> On the rubric, three levels of achievement are specified for each of the 23 standards: Does not meet Expectations (1 point); Fulfills Expectations (2 points); Exceeds Expectations (3 points). Fulfills Expectations is the target level of achievement. Exceeds Expectations is a reserved for achievement that is highly exceptional—a “walk on water” level of achievement. On the TL Master Rubric, the</p>

		<p>descriptors for each level of achievement are derived from a central bank of descriptors. These achievement descriptors on the Master Rubric are also used for each rubric for the various Critical Tasks. Collectively and individually, teacher candidates are expected to achieve “Fulfills Expectations” on 90% of the standards on each Critical Task.</p>
Timeline	<p>When will we collect data? How often?</p>	<p>At this time, data on select critical tasks are being collected. In time, data will be collected on each Critical Task every semester. Thus, data on every program standard and on every teacher candidate will be collected every semester.</p>
Responsibilities	<p>Who will be responsible for collecting, interpreting and reporting the results?</p>	<p>Course instructors are responsible for using the Critical Task rubrics to score the various tasks associated with their courses. The Critical Tasks are submitted by teacher candidates to instructors via Livetext—an Internet-based course tool with server space. The rubrics for the Critical Tasks are posted on Livetext and instructors access that tool to enter data on each teacher candidate’s program level achievement. Livetext has the capability of aggregating and disaggregating achievement information. The data on achievement are monitored by the Director of Teacher Education and is then submitted to the Undergraduate Assessment Committee in the Department of Teaching & Learning. That committee interprets the results, develops recommendations, and reports to the departmental faculty.</p>
Use of Results and Process for Documentation & Decision-Making	<p>How will the results of assessment be used? Who needs to know the results? How can we convince them that the goals and objectives have been met? How can we improve our program and assessment process?</p>	<p>Based on the data and committee recommendations, the faculty determines what program changes are to occur. Changes can occur at any time, but every spring, a formal assessment meeting which is attended by all undergraduate faculty, is a forum to determine program changes.</p>

Teaching & Learning Undergraduate Assessment Plan: Assessing Undergraduate Licensure Programs and UND Teacher Candidates (rev. 07/20/05)



Master Rubric for Assessing Undergraduate Licensure Programs and UND Teacher Candidates (Program Standards 1-23)



**INTASC STANDARDS ASSOCIATED WITH
DEPARTMENT OF TEACHING & LEARNING STANDARDS FOR
UNDERGRADUATE LICENSURE PROGRAMS**
TaL (Teacher as Learner—Program Standards 1-6)
TAAL (Teacher as Active Agent of Learning—Program Standards 7-19)
TAV (Teacher as Articulate Visionary—Program Standards 20-23)

<p>INTASC-1</p> <p>TaL 1, 2, 3</p>	<p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> <p>1 TaL Knowledge of Subject Matter Evidence that teacher understands the central concepts tools of inquiry and structure of the discipline taught</p> <p>2 TaL INTASC 1 Knowledge of Professional Subject Matter Evidence of knowledge of current subject matter pedagogical practices including use of technology in instruction and assessment</p> <p>3 TaL INTASC 1 Knowledge of Professional Subject Matter Knowledge Evidence of knowledge of professional INTASC and state content standards</p>
<p>INTASC-2</p> <p>Tal 4</p>	<p>The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</p> <p>4 TaL INTASC 2 Knowledge of Human Development and Learning Evidence of knowledge of intellectual, social, emotional, cultural physical and moral developmental characteristics of students</p>
<p>INTASC-3</p> <p>TaL 5</p> <p>TAAL 8</p>	<p>The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p>5 TaL INTASC 3 Adapting Instruction for Individual Needs Evidence of knowledge that student approaches to learning are influenced by individual interests, skills and abilities and by social, cultural and linguistic factors</p> <p>8 TAAL INTASC 3 Adapt Instruction for Individual Needs Evidence that planning considers needs of learner such as developmental, cultural, social , physical, and special needs</p>
<p>INTASC-4</p> <p>TAAL 9</p>	<p>The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p>9 TAAL INTASC 4 Multiple Instructional Strategies Evidence that instruction is engaging, methods are effective, intellectually stimulating to learners and respond to specific needs such as, accommodates questions, adapts to meet needs as they arise</p>
<p>INTASC-5</p> <p>TAAL 10, 11, 12</p>	<p>The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>10 TAAL INTASC 5 Classroom Motivation and Management Skills Evidence that standards are fair, respectful, and responsive</p> <p>11 TAAL INTASC 5 Classroom Motivation and Management Skills Evidence that environment is conducive to learning for all students, accessible to all, safe, expectations for achievement are appropriate and promotes a culture of learning</p> <p>12 TAAL INTASC 5 Classroom Motivation and Management Skills Evidence that students are learning, engaged and productive</p>

<p>INTASC-6</p> <p>TaL 6</p> <p>TAAL 13, 14</p> <p>TAV 20</p>	<p>The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>6 TaL INTASC 6 Communication Skills Evidence of knowledge of effective and interactive, verbal, non-verbal and media communication</p> <p>13 TAAL INTASC 6 Communication Skills Evidence that expectations are effectively communicated</p> <p>14 TAAL INTASC 6 Communication Skills Evidence that communication fosters active inquiry, collaboration</p> <p>20 TAV INTASC 6 Communication Skills Evidence that professional communication skills facilitate partnerships with students families and colleagues</p>
<p>INTASC-7</p> <p>TAAL 15, 16</p>	<p>The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <p>15 TAAL INTASC 7 Instructional Planning Skills Evidence of using range of materials and resources available to teachers and students to enhance student learning experiences including special services for students</p> <p>16 TAAL INTASC 7 Instructional Planning Skills Evidence of planning and implementing content rich learning opportunities that use appropriate materials and procedures to support learning goals and actively engage learners</p>
<p>INTASC-8</p> <p>TaL 7</p> <p>TAAL 17, 18, 19</p>	<p>The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p> <p>7 TaL INTASC 8 Assessment of Student Learning Evidence of knowledge of tools and roles of assessment and implications for schooling</p> <p>17 TAAL INTASC 8 Assessment of Student Learning Evidence that assessing student learning is integral with instruction and accounts for differentiated needs of learners</p> <p>18 TAAL INTASC 8 Assessment of Student Learning Evidence that evaluation is accurate, appropriately communicated, privacy observed, well explained</p> <p>19 TAAL INTASC 8 Assessment of Student Learning Evidence that assessment is on going, feedback supportive, caring and instructive</p>
<p>INTASC-9</p> <p>TAV 21, 22</p>	<p>The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p> <p>21 TAV INTASC 9 Professional Commitment and Responsibility Evidence of reflective stance towards learning and teaching (e.g., evaluate the success of ones own learning and of teaching events and think of alternate ways to expand and improve</p> <p>22 TAV INTASC 9 Professional Commitment and Responsibility Evidence that candidate accepts opinions and support to improve instruction and for on-going learning opportunities</p>
<p>INTASC-10</p> <p>TAV 23</p>	<p>The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p> <p>23 TAV INTASC 10 Partnerships Evidence of fostering relationships with school colleagues parents and agencies in the larger community to support students learning and well being</p>

Department of Teaching & Learning

Master Rubric for Departmental Assessment Plan for
Undergraduate Licensure Programs
Using the 23 Program Standards with Descriptors for
Levels of Achievement

(rev. 07/20/05)

Teacher as Learner (TaL)	Does not meet expectations (Insufficient Evidence) (1 pt)	Fulfills expectations (Sufficient Evidence) (2 pts)	Exceeds expectations (Substantial Evidence) (3 pts)
1 TaL INTASC 1 Knowledge of Subject Matter Evidence that teacher understands the central concepts tools of inquiry and structure of the discipline taught	Vocabulary of discipline is not used, errors in content knowledge or incorrect information or usage of ideas	Content knowledge is accurate but not playful or fluid, reflection is developing; lesson plans have ample content, content is accurate, uses expected range of resources, standards inform planning	Lesson plans are content rich, content is accurate, resources are well chosen, standards inform planning, content is fluid
2 TaL INTASC 1 Knowledge of Professional Subject Matter Evidence of knowledge of current subject matter pedagogical practices including use of technology in instruction and assessment	No evidence of current pedagogical practices is observed; practices used do not support the learning of all students; practices are not connected to the goals of the lesson	Ample content; uses expected range of resources; standards inform planning; activities tend to be learner oriented; technology appropriately applied	Content rich; resources are well chosen; standards inform practice; activities are learner centered; procedures are effectively presented, technology applications enhance and extend student learning
3 TaL INTASC 1 Knowledge of Professional Subject Matter Knowledge Evidence of knowledge of professional INTASC and state content standards	No knowledge of state or content standards evident in teaching	Lesson and objectives are tied to state and national standards	Standards inform planning and implementation of lesson; planning clearly reflects understanding of the connections between the standards and learning
4 TaL INTASC 2 Knowledge of Human Development and Learning Evidence of knowledge of intellectual, social, emotional, cultural physical and moral developmental characteristics of students	Very limited or no knowledge of child development is evident	Knowledge of child development evident in planning and assessment of student learning	Connections between developmental theory and practice are strongly presented; developmental milestones are used as framework for supporting learning

<p>5 TaL INTASC 3 Adapting Instruction for Individual Needs Evidence of knowledge that student approaches to learning are influenced by individual interests, skills and abilities and by social, cultural and linguistic factors</p>	<p>Lessons are planned without consideration of the needs, interests, or backgrounds of the students</p>	<p>Evidence present that reflects understanding of individual differences in students both in teaching and assessment of lesson objectives</p>	<p>Demonstration of flexibility in differentiated instruction and assessment activities that incorporate the range of backgrounds, beliefs and abilities of all students.</p>
<p>6 TaL INTASC 6 Communication Skills Evidence of knowledge of effective and interactive, verbal, non-verbal and media communication</p>	<p>Communication skills are poor; teacher conversations dominate the instruction without opportunities for input from the students</p>	<p>Procedures are clearly articulated and communicated to all students; evidence of competence in oral, written and body language observed</p>	<p>Communication skills of teacher support the learning of all students through oral, written and body language. Student feedback is provided using all three domains of communication</p>
<p>7 TaL INTASC 8 Assessment of Student Learning Evidence of knowledge of tools and roles of assessment and implications for schooling</p>	<p>Assessment strategies are limited and do not reflect best practices; are not linked to lesson goals or instruction and don't support individual students</p>	<p>Assessment strategies match the learning objectives and meet needs of individual students. Results are communicated to students in respectful, meaningful manner</p>	<p>Assessment strategies are integrated throughout teaching and reflect strong understanding of connections between theory and practice. Feedback to students is clear and supports the development of continued learning</p>

Teacher as Active Agent of Learning (TAAL)	Does not meet expectations (Insufficient Evidence) (1 pt)	Fulfills expectations (Sufficient Evidence) (2 pts)	Exceeds expectations (Substantial Evidence) (3 pts)
8 TAAL INTASC 3 Adapt Instruction for Individual Needs Evidence that planning considers needs of learner such as developmental, cultural, social , physical, and special needs	No clear understanding of child development is evident; assessment is not differentiated for needs of learners; individualized needs of learners not accommodated	References to differences in expectations of student performance are accurate; assessment is differentiated for needs of learners	Connections between developmental theory and practice are evident; assessment is substantially differentiated for needs of learners and thoroughly ascertains student learning
9 TAAL INTASC 4 Multiple Instructional Strategies Evidence that instruction is engaging, methods are effective, intellectually stimulating to learners and respond to specific needs such as, accommodates questions, adapts to meet needs as they arise	Instructional methods do not reflect adaptation to needs of individual learners; lessons are not captivating or motivating to students; teacher focuses on lesson, not needs/responses of learners	Methods are effective and engage learners; teacher is responsive to needs and questions of learners	Procedures support learning goals of all students; methods are powerful and students are actively engaged in all aspects of instruction
10 TAAL INTASC 5 Classroom Motivation and Management Skills Evidence that standards are fair, respectful, and responsive	Classroom management does not support the learning of all students and may even show biases; Focus of classroom is on needs of teacher and lesson and not on learning	Classroom management strategies are fair and create an atmosphere of learning for all students	Democratic process is evident in management of classroom and supports the learning of all students through active engagement
11 TAAL INTASC 5 Classroom Motivation and Management Skills Evidence that environment is conducive to learning for all students, accessible to all, safe, expectations for achievement are appropriate and promotes a culture of learning	Lack of organization promotes off task behaviors; expectations for learning are not made clear	Classroom is supportive of all learning; expectations for learning are clear; lessons are well prepared	Expectations are clearly articulated to all students; lesson promotes on task behaviors; instruction is engaging
12 TAAL INTASC 5 Classroom Motivation and Management Skills Evidence that students are learning, engaged and productive	Off task behavior is an evident pattern in classroom; lessons are poorly planned and ineffectively presented	Students are actively engaged in learning; lessons are clearly presented and expectations of students are clear	Students are actively engaged while involved in meaningful learning that supports their individual needs; teacher is in tune with individual learning styles and challenges

<p>13 TAAL INTASC 6 Communication Skills Evidence that expectations are effectively communicated</p>	<p>Class expectations are not clearly articulated; students seem unclear about assignments or tasks; teacher spends most of time correcting student behaviors</p>	<p>Students appear to clearly understand expectations of learning assignments and classroom rules; teacher responds to situations effectively</p>	<p>Classroom operates smoothly even when routine is interrupted; Productive and active engagement is routine</p>
<p>14 TAAL INTASC 6 Communication Skills Evidence that communication fosters active inquiry, collaboration</p>	<p>Teacher does not respond in a timely manner to student questions and other situations; teacher talk dominates the instructional periods</p>	<p>Teacher effectively responds to questions and other situations; instruction allows for student inquiry to enrich and expand the learning</p>	<p>Teacher creates an environment in which inquiry guides the learning of all students; questions are encouraged and responded to accurately and effectively to lead to enriched learning</p>
<p>15 TAAL INTASC 7 Instructional Planning Skills Evidence of using range of materials and resources available to teachers and students to enhance student learning experiences including special services for students</p>	<p>Limited methods are used in teaching; minimal or no evidence of adjusting practices to meet the needs of all students</p>	<p>Range of methods employed to enhance the learning of all students; differentiated instruction observed; resources used in teaching support learning</p>	<p>Flexibility observed in methods of instruction to meet the needs of all students; resources are rich and appropriate chosen to enhance learning and support effective assessment</p>
<p>16 TAAL INTASC 7 Instructional Planning Skills Evidence of planning and implementing content rich learning opportunities that use appropriate materials and procedures to support learning goals and actively engage learners</p>	<p>Planning is thin with minimal use of outside resources; expectations for learning are not clear; no adjustments made for individual learners</p>	<p>Planning meets the needs and goals of the lesson; resources are appropriate for the goals of the lesson; students are engaged in learning</p>	<p>Planning is thorough and thoughtful, is aligned with discipline standards at several levels, and incorporated effective resources to enhance and enrich learning of all students.</p>
<p>17 TAAL INTASC 8 Assessment of Student Learning Evidence that assessing student learning is integral with instruction and accounts for differentiated needs of learners</p>	<p>Assessment is not connected to learning; no clear rationale for assessment or way to use information to support student learning</p>	<p>Assessment is tied to standards and the goals and objectives of the lesson; process reflects adaptations to individual needs of students</p>	<p>Assessment is integral to the lesson; process meets the individual needs of all students while addressing the goals of instruction; based on standards for the discipline</p>
<p>18 TAAL INTASC 8 Assessment of Student Learning Evidence that evaluation is accurate, appropriately communicated, privacy observed, well explained</p>	<p>Assessment practices are not appropriate for the goals of the lesson or the students; information on assessment not appropriately communicated</p>	<p>Assessment practices are accurate and information is shared with students in clear, meaningful manner</p>	<p>Assessment process and outcomes clearly communicated to students in way that respects them as learners and individuals; process directly linked to evaluation of programs</p>

<p>19 TAAL INTASC 8 Assessment of Student Learning Evidence that assessment is on going, feedback supportive, caring and instructive</p>	<p>Assessment is limited and sporadic with few links to instruction; isolated and uninformative; feedback to students is minimal and unclear</p>	<p>Assessment is regular and linked to learning; students are provided feedback regarding performance and importance of process</p>	<p>Assessment is integral part of teaching and woven throughout the process; students are actively engaged in assessment, clearly understand the meaning of their performance and see the link between assessment and learning</p>

Teacher as Articulate Visionary (TAV)	Does not meet expectations (Insufficient Evidence) (1 pt)	Fulfills expectations (Sufficient Evidence) (2 pts)	Exceeds expectations (Substantial Evidence) (3 pts)
20 TAV INTASC 6 Communication Skills Evidence that professional communication skills facilitate partnerships with students families and colleagues	Teacher interactions with students, colleagues and families are minimal and usually focus on needs of the teacher.	Teacher interactions with students, colleagues and families occur on a regular basis and usually focus on activities in the classroom with requests for support from families	Teacher interactions with students, families, and colleagues are planned and routine; utilizes multiple formats (phone calls, letters, email, etc.); interactions focus on a desire for input and collaboration in the work of the classroom.
21 TAV INTASC 9 Professional Commitment and Responsibility Evidence of reflective stance towards learning and teaching (e.g., evaluate the success of ones own learning and of teaching events and think of alternate ways to expand and improve	Little evidence of reflection on own teaching and taking advantage of opportunities for professional development	Teacher reflects on own teaching and seeks ways to improve instruction.	Teacher regularly reflects on teaching through multiple activities such as journaling, feedback from colleagues, reviewing tapes of own teaching, etc.
22 TAV INTASC 9 Professional Commitment and Responsibility Evidence that candidate accepts opinions and support to improve instruction and for on- going learning opportunities	Teacher does not seek input from others or explore opportunities for professional development.	Teacher is involved in site based programs for improving teaching.	Teacher actively seeks input from colleagues to improve teaching and participates in both school organized and self initiated professional development opportunities.
23 TAV INTASC 10 Partnerships Evidence of fostering relationships with school colleagues parents and agencies in the larger community to support students learning and well being	Teacher shows little interest in working with colleagues, parents, and agencies in classroom activities.	Teachers involve colleagues, parents and agencies in the classroom but primarily based on the needs of the teacher and the curriculum without regard to special talent and skills of the parents, colleagues or agencies.	Teachers actively seek collaborative activities with colleagues, parents, and outside agencies to strengthen the teaching and learning in the classroom.