### WSC School of Education & Counseling - Conceptual Framework Expected Outcomes

<table>
<thead>
<tr>
<th>Outcome 1: Inquire and Reflect</th>
<th>Performance Indicators/Rating</th>
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| Teacher candidates inquire and reflect to facilitate learning and foster development in all learners. | **Category 1.1 (Use of Inquiry)** - Candidate is curious and persists (using inquiry) to seek solutions with regard to professional decisions. Collects, analyzes, and evaluates information through systematic observation and reasoning. Information is used to enhance the learning and growth of student and candidate alike.  
**Supporting Evidence:**  
- Identifies and works to improve effective pedagogical practices.  
- Enhances knowledge and understanding of curriculum.  
- Promotes motivation and dispositions to learn.  
- Furthers the education profession.  
**Category 1.2 (Ability to Reflect)** - Candidate reflects on educational practice. Assesses and evaluates the possible physical, social, emotional, and intellectual effects on others and self.  
**Supporting Evidence:**  
- Interprets behaviors, events, observations and emotions.  
- Examines own motivations, perspectives, and possible biases.  
- Delays judgment until reliable information is examined.  
- Tolerates ambiguity and multiple possibilities.  | **Category 1.1 Rating**  
0 = Does not meet minimum standards  
1 = Unacceptable – Not enough success  
2 = Acceptable – Striving and improving  
3 = Target - Becoming consistent  
4 = Exceptional – Consistent  
**Comments:** |

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<th>Outcome 2: Learning and Growth in a Caring Community</th>
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| Teacher candidates plan, facilitate, and evaluate caring learning communities that facilitate learning and foster development in all learners. | **Category 2.1 (Planning)** - Candidate plans, selects, develops, and organizes experiences to create and maintain caring learning communities; plans ways for students to develop intellectual ideas and quality relationships in an ever-changing environment. Based on current research and wisdom of practice, anticipates learners’ needs, selects methodology and strategies that will motivate learners to set goals, establish priorities, and engages in sequences of learning experiences to achieve those goals.  
**Supporting Evidence:**  
- Accesses and makes effective use of research of best practice and wisdom of practice.  
- Anticipates and speculates learners’ current and future needs.  
- Identifies landmarks in the landscape of learners’ social, emotional, and intellectual needs.  
- Develops scenarios to collaborate with learners to create a social and learning environment which meets their physical, social, emotional, and intellectual needs.  
- Plans proactively to manage the classroom environment to facilitate learning.  
**Category 2.2 (Facilitates learning)** - Candidate assists learners in their planning, setting, and achieving goals; creates productive learning environment in a caring community; strives to create a love for learning; encourages development of life long learners. Uses methodology and strategies, based on current research and wisdom of practice, to challenge learners to set personal and group goals, priorities, and engage in sequences of learning experiences to achieve those goals.  
**Supporting Evidence:**  
- Establishes an intellectual, psychological, and physical environment that enable learners to act and react productively for their own and others’ learning.  
- Knows what is happening in the classroom and handles most management proactively, but can intervene as necessary and redirect undesirable learner behavior in a caring and least restrictive manner while attending other matters simultaneously (a.k.a. with-it-ness).  
- Fosters intrinsic motivation by using a variety of challenging activities that motivate and challenge all students to work to the utmost of their abilities.  
- Models appropriate behaviors expected of learners and is consistent with learning behaviors.  
- Creates psychologically safe environments that encourage positive development of learner self | **Category 2.1 Rating**  
0 = Does not meet minimum standards  
1 = Unacceptable – Not enough success  
2 = Acceptable – Striving and improving  
3 = Target - Becoming consistent  
4 = Exceptional – Consistent  
**Comments:** | **Category 2.2 Rating**  
0 = Does not meet minimum standards  
1 = Unacceptable – Not enough success  
2 = Acceptable – Striving and improving  
3 = Target - Becoming consistent  
4 = Exceptional - Consistent  
**Comments:** |
**Category 2.3 (Evaluates learning)** - Candidate uses information to select the best options to facilitate learning and development. He/she collects unbiased information to make value statements about the quality of learners’ development; uses principled procedures to facilitate productive learning.

Supporting Evidence:
- Collects data, reflects upon that data, and makes reliable inferences with regards to facilitating learning and changing principled procedures as deemed necessary.
- Uses data to improve teaching and learning within a caring community.
- Uses feedback to help learners monitor their learning and share the responsibility for learning outcomes.

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**Category 2.4 (Creates caring environments)** - Candidate creates an environment that is safe and welcome for all who chose to participate. Creates environments attending to the needs for belonging, being an active participant, developing a passion for life long learning, and a desire to participate in learning communities.

Supporting Evidence:
- Invites learner and community participation to promote learning.
- Encourages and facilitates unbiased interactions.
- Makes everyone feel they belong.
- Encourages everyone’s participation in a learning community.
- Achieves intellectual, emotional, social, and physical growth.
- Fosters curiosity.
- Challenges and motivates to engage all in productive learning.

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**Outcome 3: Knowledge, Skills, and Dispositions**
Teacher candidates demonstrate an integration of knowledge, disciplined inquiry, skills, and dispositions in the subjects they teach.

**Category 3.1 (Knowledge)** - Candidate is knowledgeable of the content and methods of inquiry in the subjects he/she teaches. Strives for accuracy, comprehensive understanding, and assist others in valuing knowledge. Knows and uses the processes of inquiry in the subject and has sufficient other content information to facilitate learning and maintain or increase dispositional value for the subject.

Supporting Evidence:
- Uses the central, powerful, and unifying concepts within the structures of content.
- Accurately represents an idea, makes multiple connections, generalizes ideas, and facilitates transfer.
- Makes knowledgeable decisions based on standards when planning, implementing and assessing curricula, and student growth.
- Knows central concepts, assumptions, and processes and how to represent them across different developmental levels of understanding.
- Knows and applies the tools of inquiry in different ways and knows how to represent them across different developmental levels of understanding.
- Relates knowledge to other subjects and knows how to represent it across different developmental levels of understanding.
- Connects concepts and generalizations between and among subject areas and real life.
- Interacts in a manner that reflects the dynamic characteristics of subject matter knowledge.

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**Category 3.2 (Skills)** - Candidate possesses the skills of the discipline required in his/her subjects. Identifies and structures information in subject area(s) for the purpose of making sense of and creating meaning for the content.

Supporting Evidence:
- Learns voraciously about subject matter in many ways.
- Uses multiple representations and explanations of concepts and generalizations to facilitate the construction of ideas and the connection to prior knowledge.
- Evaluates resources and materials for comprehensiveness, accuracy and usefulness.

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**Category 3.3 (Dispositions)** - Candidate possesses the attitudes and dispositions that promote the desire to inquire and learn about the subjects he/she teaches. Displays attitudes and dispositions that

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motivate others to participate, learns about and uses the subject, and maintains or increases the dispositional value for the subject. 

Supporting Evidence:
- Realizes that subject knowledge is not a fixed body of facts, but complex and ever-evolving and knows how to represent this across different developmental levels of understanding.
- Recognizes different "ways of knowing," differing viewpoints, theories, and methods of inquiry and knows how to represent these across different developmental levels of understanding.
- Models attitudes that are conducive to constructing knowledge in the subject area.

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4 = Exceptional - Consistent

Comments:

Outcome 4: Communication Skill 
Teacher candidates have the ability, skill and desire to communicate with understanding.

Category 4 (Communicate) – Candidate interacts with others in a way that demonstrates value for other people. Makes all participants feel comfortable with the process and confident that everyone is being understood.

Supporting Evidence:
- Chooses a mode and style of communication that is tactful and civil and reflective of the target group.
- Evaluates the effectiveness of communication.
- Uses effectively and interprets skillfully verbal, nonverbal and media communication.
- Listens attentively and actively to learners, parents, and colleagues.
- Uses effective questioning strategies to facilitate learning and development.
- Is aware of and appreciates diversity in the use of language and other forms of communication.
- Uses technology to communicate with learners, parents and colleagues.

Category 4 Rating
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4 = Exceptional - Consistent

Comments:

Outcome 5: Professionalism 
Teacher candidates possess and demonstrate the values, demeanor, and reflective decision-making of a professional educator.

Category 5 (Professionalism) - Candidate welcomes everyone into the group with skillful interactions that develop feelings of belonging; motivates everyone to participate with the group; achieves worthwhile and productive goals, and concludes with a desire for continual meaningful participation.

Supporting Evidence:
- Has a passion for learning.
- Speaks and acts with integrity.
- Demonstrates open-mindedness regarding diverse points of view
- Speaks and acts with the well-being of children, schools, and the stewardship of the education profession in mind.
- Persists in personal development as a professional educator.
- Speaks and acts in ways that demonstrate fairness and justice.
- Demonstrates self-control and emotional serenity inside and outside the classroom.
- Demonstrates loyalty to self, others, the school, the community and the profession.

Category 5 Rating
0 = Does not meet minimum standards
1 = Unacceptable – Not enough success
2 = Acceptable – Striving and improving
3 = Target - Becoming consistent
4 = Exceptional - Consistent

Comments:

Overall strengths at this point:

Things to continue working on:

Any additional general comments:

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Signature of Evaluator