



**PREPARING
EXEMPLARY
PRACTITIONERS** | FIELD-BASED
INQUIRY
PROFESSIONAL
EXCELLENCE
BETTERMENT
OF SOCIETY
Adaptive • Proactive • Decisive • Leading • Reflective • Inquisitive
Knowledgeable • Collaborative • Empathetic • Culturally Sensitive

PROGRAM DATA REPORT

SPECIAL EDUCATION M.ED.

THE UNIVERSITY OF WEST GEORGIA

SUMMER AND FALL 2013; SPRING 2014

PREPARED BY

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Program Admissions/Production Information

Admissions and Active Majors*

Active Majors Admitted 3+ Years Ago (2010-2011 or prior)	Active Majors Admitted 2 Years Ago (2011-2012)	Active Majors Admitted 1 Year Ago (2012-2013)	Current Active Majors 2013-2014
19	24	18	67

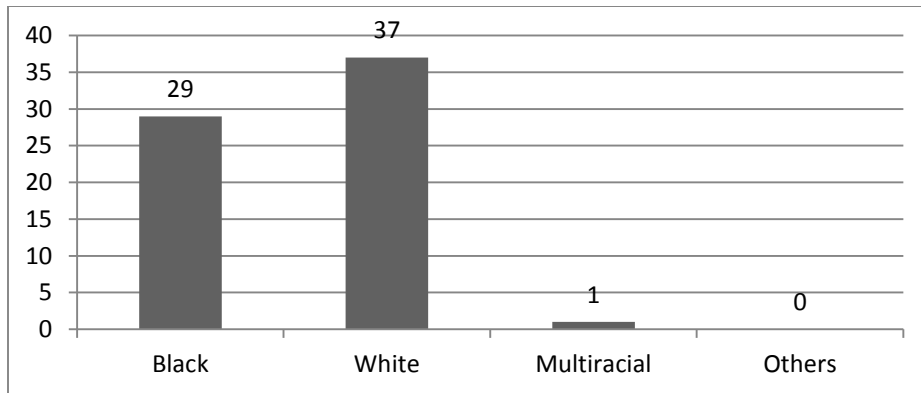
*Banner Report ED2505

Completers*

2011-2012	2012-2013	2013-2014
53	43	26

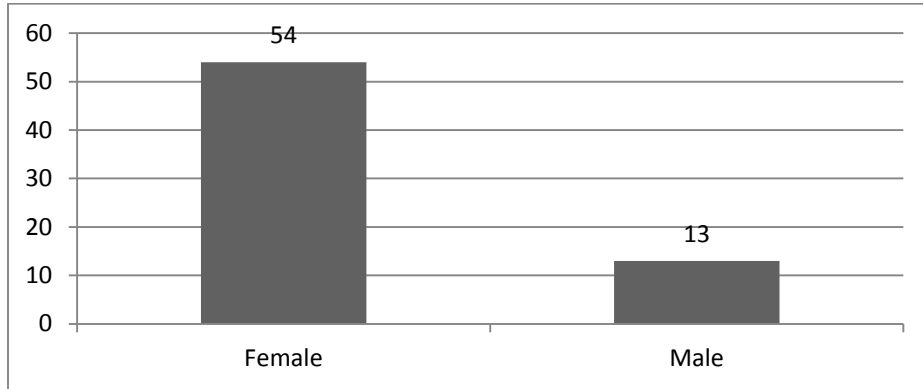
* Banner Report ED2465

Race-Active Majors (N=67)*



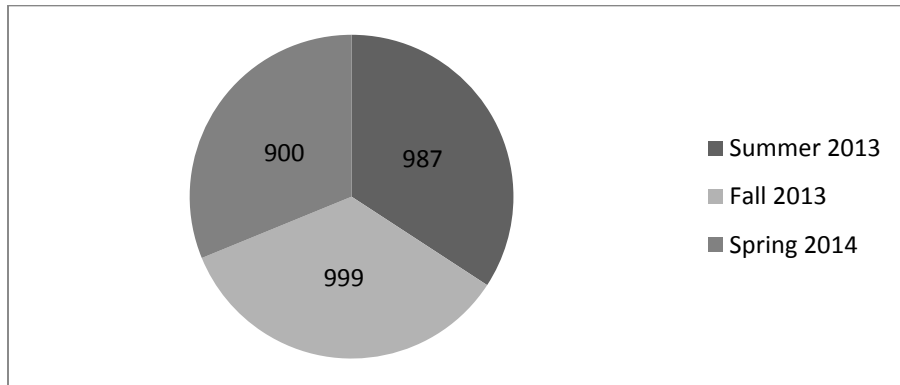
* Banner Report ED2505

Gender-Active Majors (N=67)*



*Banner Report 2505

Credit Hour Production (N=2886)*



* Banner Report ED2270

Assessment Results

Learning Outcomes Report*

Case Study Rubric assessed in SPED 6715	
➤ Outcome 2: Candidates create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.	
Rubric Criteria	2011-2012 (N=3)
Description of Child	4
Description of the Student's Characteristics that Impact the Problem	4
Description of the Environmental Factors that Impact the Problem	3.67
Analysis of the Problem	4
Summary and Conclusions	3.67
Goals	3.67
Recommendations	3.67
Interview Guide	4
Mechanics, APA format, people 1st language, etc.	2.33
Quality	3

Literature Review Rubric assessed in SPED 6721		
➤ Outcome 1: Candidates understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with disabilities.		
Rubric Criteria	2011-2012 (N=6)	2012-2013 (N=8)
Presentation	3.33	3.12
APA style (references and citations)	3.33	3.12
Content	3.17	3
Standards	3.17	3.25

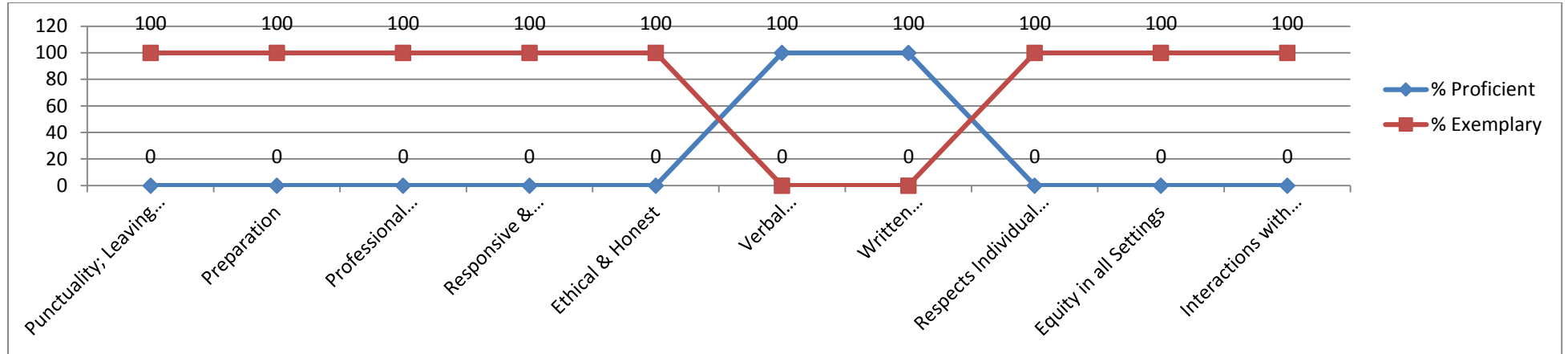
Child Change Project Rubric assessed in SPED 6761	
➤ Outcome 5: Candidates select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities.	
Rubric Criteria	2012-2013 (N=13)
Description	4
Hypothesis and goals	3.92
Plan	3.77
Conclusions	3.56
Implementation and evaluation of plan	3.23
Mechanics, APA format, People 1st language:	4
Presentation	0

Position Paper Discussion Reflection Rubric assessed in SPED 7705	
➤ Outcome 3: Candidates use knowledge of general and specialized curricula to individualize learning for individuals with disabilities.	
Rubric Criteria	2012-2013 (N=10)
Content	3.5
Discussion Topic	3.9
Discussion Summary Content	4
People First Language	4
Professional Application	4

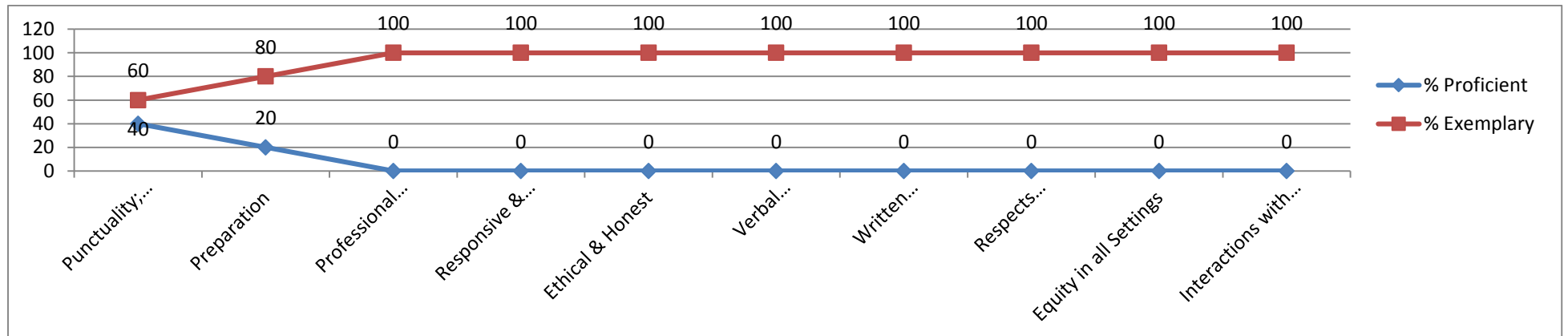
Dispositions Rubric Results

Cooperating Teacher Results Only

2012-2013 (N=1)



2013-2014 (N=5)



Diversity Rubric Results

For the 2012-2013 academic year, the one student who was assessed was given Exemplary (4) in all categories. For the 2013-2014 academic year, there were six students assessed, and all were rated either Proficient (3) or Exemplary (4) in all categories.

Intern Keys Results

SPED 6792, spring 2014- CT Results (N=8)

Performance Standard 1: Professional Knowledge	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
1.1 Addresses appropriate curriculum standards and integrates key content elements.	0%	12.5%	75%	12.5%	3
1.2 Facilitates students' use of higher-level thinking skills in instruction.	0%	12.5%	50%	37.5%	3.25
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.	0%	12.5%	37.5%	50%	3.38
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.	0%	12.5%	75%	12.5%	3
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.	0%	0%	87.5%	12.5%	3.12
1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.	0%	0%	50%	50%	3.5
1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.	0%	0%	50%	50%	3.5
Performance Standard 2: Instructional Planning	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
2.1 Analyzes and uses student learning data to inform planning	0%	0%	62.5%	37.5%	3.38
2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).	0%	0%	62.5%	37.5%	3.38
2.3 Plans instruction effectively for content mastery, pacing, and transitions.	0%	0%	62.5%	37.5%	3.38
2.4 Plans for instruction to meet the needs of all students.	0%	0%	62.5%	37.5%	3.38

2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.	0%	0%	75%	25%	3.25
2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.	0%	0%	62.5%	37.5%	3.38
Performance Standard 3: Instructional Strategies	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
3.1 Engages students in active learning and maintains interest.	0%	25%	25%	50%	3.25
3.2 Builds upon students' existing knowledge and skills.	0%	0%	62.5%	37.5%	3.38
3.3 Reinforces learning goals consistently throughout the lesson.	0%	0%	50%	50%	3.5
3.4 Uses a variety of research-based instructional strategies and resources.	0%	0%	75%	25%	3.25
3.5 Effectively uses appropriate instructional technology to enhance student learning.	0%	0%	62.5%	37.5%	3.38
3.6 Communicates and presents material clearly, and checks for understanding.	0%	0%	75%	25%	3.25
3.7 Develops higher-order thinking through questioning and problem-solving activities.	0%	0%	75%	25%	3.25
3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.	0%	0%	75%	25%	3.25
Performance Standard 4: Differentiated Instruction	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.	0%	0%	62.5%	37.5%	3.38
4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.	0%	12.5%	50%	37.5%	3.25
4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.	0%	0%	62.5%	37.5%	3.38
4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.	0%	0%	75%	25%	3.25
4.5 Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.	0%	0%	62.5%	37.5%	3.38
4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.	0%	0%	62.5%	37.5%	3.38

Performance Standard 5: Assessment Strategies	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
5.1 Aligns student assessment with the established curriculum and benchmarks.	0%	0%	75%	25%	3.25
5.2 Involves students in setting learning goals and monitoring their own progress.	0%	0%	87.5%	12.5%	3.12
5.3 Varies and modifies assessments to determine individual student needs and progress.	0%	0%	71.43%	28.57%	3.29
5.4 Uses formal and informal assessments for diagnostic, formative, and summative purposes.	0%	0%	87.5%	12.5%	3.12
5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.	0%	0%	87.5%	12.5%	3.12
5.6 Uses assessment techniques that are appropriate for the developmental level of students.	0%	0%	75%	25%	3.25
5.7 Collaborates with others to develop common assessments, when appropriate.	0%	0%	57.14%	42.86%	3.43
Performance Standard 6: Assessment Uses	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.	0%	0%	75%	25%	3.25
6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.	0%	12.5%	50%	37.5%	3.25
6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.	0%	0%	75%	25%	3.25
6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.	0%	0%	87.5%	12.5%	3.12
6.5 Shares accurate results of student progress with students, parents, and key school personnel.	0%	0%	75%	25%	3.25
6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.	0%	0%	62.5%	37.5%	3.38
6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.	0%	0%	75%	25%	3.25
Performance Standard 7: Positive Learning Environment	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
7.1 Responds to disruptions in a timely, appropriate manner.	0%	0%	50%	50%	3.5

7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.	0%	0%	62.5%	37.5%	3.38
7.3 Models caring, fairness, respect, and enthusiasm for learning.	0%	0%	50%	50%	3.5
7.4 Promotes a climate of trust and teamwork within the classroom.	0%	0%	62.5%	37.5%	3.38
7.5 Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.	0%	0%	50%	50%	3.5
7.6 Actively listens and pays attention to students' needs and responses.	0%	0%	50%	50%	3.5
7.7 Creates a warm, attractive, inviting, and supportive classroom environment.	0%	0%	62.5%	37.5%	3.38
7.8 Arranges the classroom materials and resources to facilitate group and individual activities.	0%	0%	50%	50%	3.5
Performance Standard 8: Academically Challenging Environment	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
8.1 Maximizes instructional time.	0%	0%	62.5%	37.5%	3.38
8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.	0%	0%	62.5%	37.5%	3.38
8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.	0%	0%	62.5%	37.5%	3.5
8.4 Provides transitions that minimize loss of instructional time.	0%	0%	50%	50%	3.5
8.5 Communicates high, but reasonable, expectations for student learning.	0%	0%	50%	50%	3.5
8.6 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.	0%	0%	50%	50%	3.5
8.7 Encourages students to explore new ideas and take academic risks.	0%	0%	50%	50%	3.5
Performance Standard 9: Professionalism	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.	0%	0%	37.5%	62.5%	3.62

9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).	0%	0%	25%	75%	3.75
9.3 Respects and maintains confidentiality.	0%	0%	25%	75%	3.75
9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.	0%	0%	50%	50%	3.5
9.5 Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.	0%	0%	50%	50%	3.5
9.6 Demonstrates flexibility in adapting to school change.	0%	0%	37.5%	62.5%	3.62
9.7 Engages in activities outside the classroom intended for school and student enhancement	0%	0%	50%	50%	3.5
9.8 Maintains appropriate interactions with students, parents, faculty, and staff.	0%	0%	62.5%	37.5%	3.38
9.9 Engages in self-reflection about the success of the lesson after teaching; seeks feedback from mentor teacher about teaching and impact on student learning.	0%	0%	62.5%	37.5%	3.38
Performance Standard 10: Communication	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.	0%	0%	62.5%	37.5%	3.38
10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.	0%	0%	57.14%	42.86%	3.43
10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.	0%	0%	62.5%	37.5%	3.38
10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.	0%	0%	50%	50%	3.5
10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.	0%	0%	50%	50%	3.5
10.6 Adheres to school and district policies regarding communication of student information.	0%	0%	37.5%	62.5%	3.62

10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.	0%	0%	50%	50%	3.5
10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).	0%	0%	50%	50%	3.5
10.9 Uses modes of communication that are appropriate for a given situation.	0%	0%	62.5%	37.5%	3.38
10.10 Engages in appropriate conversations and maintains confidentiality of information related to students, parents, faculty, and staff. Such conversations include text messaging, social media, emails, etc.	0%	0%	50%	50%	3.5

SPED 6793, spring 2014- CT Results (N=7)

Performance Standard 1: Professional Knowledge	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
1.1 Addresses appropriate curriculum standards and integrates key content elements.	0%	0%	71.43%	28.57%	3.29
1.2 Facilitates students' use of higher-level thinking skills in instruction.	0%	0%	42.86%	57.14%	3.57
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.	0%	0%	57.14%	42.86%	3.43
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.	0%	14.29%	57.14%	28.57%	3.14
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.	0%	0%	42.86%	57.14%	3.57
1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.	0%	0%	28.57%	71.43%	3.71
1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.	0%	0%	14.29%	85.71%	3.86
Performance Standard 2: Instructional Planning	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
2.1 Analyzes and uses student learning data to inform planning	0%	0%	42.86%	57.14%	3.57
2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson	0%	28.57%	42.86%	28.57%	3

plans, and syllabi).					
2.3 Plans instruction effectively for content mastery, pacing, and transitions.	0%	0%	57.14%	42.86%	3.43
2.4 Plans for instruction to meet the needs of all students.	0%	0%	28.57%	71.43%	3.71
2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.	0%	0%	71.43%	28.57%	3.29
2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.	0%	14.29%	42.86%	42.86%	3.29
Performance Standard 3: Instructional Strategies	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
3.1 Engages students in active learning and maintains interest.	0%	0%	28.57%	71.43%	3.71
3.2 Builds upon students' existing knowledge and skills.	0%	0%	28.57%	71.43%	3.71
3.3 Reinforces learning goals consistently throughout the lesson.	0%	0%	57.14%	42.86%	3.43
3.4 Uses a variety of research-based instructional strategies and resources.	0%	14.29%	57.14%	28.57%	3.14
3.5 Effectively uses appropriate instructional technology to enhance student learning.	0%	14.29%	42.86%	42.86%	3.29
3.6 Communicates and presents material clearly, and checks for understanding.	0%	0%	28.57%	71.43%	3.71
3.7 Develops higher-order thinking through questioning and problem-solving activities.	0%	0%	57.14%	42.86%	3.43
3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.	0%	0%	71.43%	28.57%	3.29
Performance Standard 4: Differentiated Instruction	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.	0%	14.29%	14.29%	71.43%	3.57
4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.	0%	14.29%	28.57%	57.14%	3.43
4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.	0%	14.29%	14.29%	71.43%	3.57
4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual	0%	28.57%	14.29%	57.14%	3.29

students.					
4.5 Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.	0%	0%	42.86%	57.14%	3.57
4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.	0%	0%	28.57%	71.43%	3.71
Performance Standard 5: Assessment Strategies	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
5.1 Aligns student assessment with the established curriculum and benchmarks.	0%	0%	42.86%	57.14%	3.57
5.2 Involves students in setting learning goals and monitoring their own progress.	0%	14.29%	28.57%	57.14%	3.43
5.3 Varies and modifies assessments to determine individual student needs and progress.	0%	0%	42.86%	57.14%	3.57
5.4 Uses formal and informal assessments for diagnostic, formative, and summative purposes.	0%	28.57%	0%	71.43%	3.43
5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.	0%	0%	57.14%	42.86%	3.43
5.6 Uses assessment techniques that are appropriate for the developmental level of students.	0%	0%	57.14%	42.86%	3.43
5.7 Collaborates with others to develop common assessments, when appropriate.	0%	0%	20%	80%	3.8
Performance Standard 6: Assessment Uses	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.	0%	14.29%	42.86%	42.86%	3.29
6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.	0%	14.29%	42.86%	42.86%	3.29
6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.	0%	28.57%	28.57%	42.86%	3.14
6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.	0%	28.57%	42.86%	28.57%	3
6.5 Shares accurate results of student progress with students, parents, and key school personnel.	0%	0%	57.14%	42.86%	3.43

6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.	0%	0%	28.57%	71.43%	3.71
6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.	0%	0%	66.67%	33.33%	3.33
Performance Standard 7: Positive Learning Environment	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
7.1 Responds to disruptions in a timely, appropriate manner.	0%	0%	33.33%	66.67%	3.67
7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.	0%	16.67%	16.67%	66.67%	3.5
7.3 Models caring, fairness, respect, and enthusiasm for learning.	0%	0%	16.67%	83.33%	3.83
7.4 Promotes a climate of trust and teamwork within the classroom.	0%	0%	0%	100%	4
7.5 Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.	0%	0%	16.67%	83.33%	3.83
7.6 Actively listens and pays attention to students' needs and responses.	0%	0%	0%	100%	4
7.7 Creates a warm, attractive, inviting, and supportive classroom environment.	0%	40%	0%	60%	3.2
7.8 Arranges the classroom materials and resources to facilitate group and individual activities.	0%	0%	40%	60%	3.6
Performance Standard 8: Academically Challenging Environment	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
8.1 Maximizes instructional time.	0%	28.57%	28.57%	42.86%	3.14
8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.	0%	0%	57.14%	42.86%	3.43
8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.	0%	0%	57.14%	42.86%	3.43
8.4 Provides transitions that minimize loss of instructional time.	0%	14.29%	28.57%	57.14%	3.43
8.5 Communicates high, but reasonable, expectations for student learning.	0%	0%	42.86%	57.14%	3.57
8.6 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.	0%	0%	42.86%	57.14%	3.57

8.7 Encourages students to explore new ideas and take academic risks.	0%	0%	28.57%	71.43%	3.71
Performance Standard 9: Professionalism	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.	0%	0%	14.29%	85.71%	3.86
9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).	0%	0%	14.29%	85.71%	3.86
9.3 Respects and maintains confidentiality.	0%	0%	0%	100%	4
9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.	0%	0%	14.29%	85.71%	3.86
9.5 Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.	0%	0%	14.29%	85.71%	3.86
9.6 Demonstrates flexibility in adapting to school change.	0%	0%	14.29%	85.71%	3.86
9.7 Engages in activities outside the classroom intended for school and student enhancement	0%	0%	33.33%	66.67%	3.67
9.8 Maintains appropriate interactions with students, parents, faculty, and staff.	0%	0%	14.29%	85.71%	3.86
9.9 Engages in self-reflection about the success of the lesson after teaching; seeks feedback from mentor teacher about teaching and impact on student learning.	0%	0%	0%	100%	4
Performance Standard 10: Communication	% Unacceptable	% Developing	% Proficient	% Exemplary	Mean
10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.	0%	0%	14.29%	85.71%	3.86
10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.	0%	0%	40%	60%	3.6
10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.	0%	0%	42.86%	57.14%	3.57
10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.	0%	0%	57.14%	42.86%	3.43

10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.	0%	0%	57.14%	42.86%	3.43
10.6 Adheres to school and district policies regarding communication of student information.	0%	0%	14.29%	85.71%	3.86
10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.	0%	0%	14.29%	85.71%	3.86
10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).	0%	0%	50%	50%	3.5
10.9 Uses modes of communication that are appropriate for a given situation.	0%	0%	42.86%	57.14%	3.57
10.10 Engages in appropriate conversations and maintains confidentiality of information related to students, parents, faculty, and staff. Such conversations include text messaging, social media, emails, etc.	0%	0%	42.86%	57.14%	3.57