

**1.4 Nurtures, on the part of students, positive behavior and those moral standards necessary for personal, family, and community well-being.(CO: 8.2)**

	<b>Basic (1.0 - 1.9)</b>	<b>Developing (2.0 - 2.9)</b>	<b>Proficient (3.0 - 3.9)</b>	<b>Advanced (4.0)</b>
<b>Positive Behaviors</b>	<p><i>Provides no evidence of planning or understanding of any of the following:</i></p> <ol style="list-style-type: none"> <li>1. Service learning and/or character education</li> <li>2. Strategies for resolving conflicts and eliminating bullying and other student (e.g., student harrassment issues)</li> <li>3. Strategies for teaching social skills</li> </ol>	<p><i>Demonstrates planning of classroom activities and/or understandings of at least one of the following:</i></p> <ol style="list-style-type: none"> <li>1. Service learning and/or character education</li> <li>2. Strategies for resolving conflicts and eliminating bullying and other student (e.g., student harrassment issues)</li> <li>3. Strategies for teaching social skills</li> </ol>	<p><i>Demonstrates at least one example of planning and implementation of a strategy to nurture community well-being and more positive student behavior, including:</i></p> <ol style="list-style-type: none"> <li>1. Service learning and/or character education</li> <li>2. Strategies for resolving conflicts and eliminating bullying and other student (e.g., student harrassment issues)</li> <li>3. Strategies for teaching social skills</li> </ol>	<p><i>Meets the criteria for "proficient" and demonstrates flexibility by going beyond commercial programs to 1) demonstrate more than one example AND 2) individualize the program to meet the needs of individual students and or the developmental or interests of the group</i></p>
<b>Teaching Approaches</b>	No evidence that classroom rules and expectations identify expectations for how students should interact with each other, either verbally or in writing that would result in community well being	Develops classroom rules and expectations that include citizenship goals (positive interactions that result in community well being); may not have evidence of implementing rules	Develops/modifies existing classroom rules/expectations that include citizenship goals and implements these by following through with consequences or explicitly teaching how to follow the rules	Provides multiple evidence of developing or modifying existing rules and expectations to improve community well-being and provides evidence of improvement in positive behavior/ community well being
	No evidence that s/he models appropriate, positive ways to handle disagreement and conflict	Demonstrates understanding of positive ways to handle disagreement and conflict in reflections and/or in conversations	Provides evidence of modeling an appropriate, positive way to handle disagreement and conflict OR evidence of implementing research-based curricula to teach citizenship goals	Provides multiple evidence of implementing a variety of appropriate, positive ways to handle disagreement and conflict OR evidence of implementing research-based curricula to teach citizenship goals
<b>Classroom Community</b>	Provides no evidence that the school and classroom environment is physically safe for all students OR the classroom environment may not be safe for all students, even after s/he receives feedback	Demonstrates that s/he understands the teacher's role in assuring the classroom and school environments are physically safe for all students and can describe practices consistent with this role	Consistently monitors and acts to assure that the classroom and other school environments are physically safe for all students; may require some support/mentoring, but once given feedback, consistently follows through	Meets the criteria for "proficient" and does so independently, without support of others over a period of time (e.g., several months)
<b>Classroom Community, cont.</b>	No evidence OR evidence demonstrates that s/he allows overt antagonism and disrespect to other students and/or teacher go unchallenged	Demonstrates understanding of student behavior that would be defined as overt antagonism and disrespect to other students and/or to teacher and has knowledge of strategies to eliminate these behaviors; may demonstrate that s/he can implement cooperating teacher's approach (if student teacher)	When s/he is the lead teacher, students show each other mutual respect; infrequent put-downs or negative interactions occur; when they do occur, s/he follows through to eliminate them	Provides documentation of implementing strategy(ies) to improve mutual respect/decrease negative interactions, with documentation of changes in student behavior

## Operationalization/Criteria:

**Guidelines for Admission to Education:** *Not evaluated at admission to education*

**Guidelines for Admission to Student Teaching:** *S/he demonstrates developing understanding of strategies to develop positive behavior resulting in community well being.*

### Examples of Evidence:

Reflection for Goal 1, rules assignment (ED 301/560), lesson plans, evaluations of cooperating teachers, direct observation, videoclips of teaching interactions with students

### Guidelines for Program Completion/Student Teaching:

1. Required for program completion are ratings of "proficient" on all dimensions; OVERALL rating should be an average of ratings on the three dimensions.
2. Ratings require the supervisor to observe both the teacher and student behavior towards each other during a variety of activities: formal lessons, group activities, informal times.
3. Ratings also require the supervisor to evaluate group and individual student behavior -- observe a variety of students, including challenging students.
4. Direct observations and interviews with the teacher and other educators should address a range of teaching activities used by the teacher, including the teacher's model of interactions with students and consistency in doing so.
5. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *Implemented an effective anti-bullying program for students in the homeroom and three other classrooms; preliminary results indicate a decrease in rule infractions on the playground.*

### Examples of Evidence:

Records of evaluation forms of previous field experience teachers, direct observation of strategies used, feedback from interview with cooperating teacher, lesson plans, videotape of teaching and class, classroom management plan (rules and consequences, routines), reflections on lessons, reflection for Goal 1

### Rationale:

Borba, M. (2001). *Building moral intelligence: The seven essential virtues that teach kids to do the right thing*. San Francisco: Jossey-Bass.

Boston University Center for the Advancement of Ethics and Character: Character Education Manifesto. (April 13, 1997). Boston.

Charles, C.M. (1996). *Building classroom discipline* (5th ed.). New York: Longman.

Etzioni, A. (1997). *The new golden rule: Morality and community in a democratic society*. New York: Basic Books.

Jones, V.F., & Jones, L.S. (1998). *Comprehensive classroom management: Creating communities of support and solving problems* (5th ed.). Boston: Allyn & Bacon.

Lickona, T. (2001). What is good character? And how can we develop it in our children? *Reclaiming Children and Youth*, 9(4), 239-251.

Myers, R.E. (2001). Taking a common-sense approach to moral education. *Clearing House*, 74(4), 219-220.

Noddings, N. (2002). *Educating moral people: A caring alternative to character education*. New York: Teacher College Press.

Ryan, K., & Bohlin, K.E. (1999). *Building character in schools: Practical ways to bring moral instruction to life*. San Francisco: Jossey-Bass.

Sizer, T.R., & Sizer, N.F. (1999). Grappling. *Phi Delta Kappan*, 81(3), 184-190.

Soder, R., Goodlad, J.I., & McMannon, T.J. (Eds.) (2002). *Developing democratic character in the young*. San Francisco: Jossey-Bass.