

1.5 Models and articulates the democratic ideal to students, including the school's role in developing productive citizens and the school's role in teaching and perpetuating the principles of a democratic republic.(CO: 8.1)

	Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
Responsibility	No evidence that s/he understands strategies to promote development of collaborative skills and decision making in group activities OR s/he does not plan or implement them in class activities	Demonstrates understanding of strategies to promote collaborative skills and decision making in group activities AND includes them in plans and course assignments	Develops and implements a plan that explicitly promotes collaborative skills (e.g., giving constructive feedback and promoting equal participation in dialogue) AND implements at least one plan for improving decision making during learning activities	Meets all criteria for "proficient" and demonstrates multiple examples of at least two of the following: 1) explicit teaching of collaborative skills and/or decision-making skills, resulting in improvement of student skills (e.g., students often give each other constructive feedback and dialogue during learning activities) 2) Increasing student responsibilities for community well-being (e.g. student chores or jobs, mentoring) 3) Explicitly teaching goal setting and problem solving strategies
	No evidence that plans exist or that s/he requires student responsibilities for community well-being (e.g., student chores or jobs, mentoring, service)	Demonstrates understanding of strategies that promote student responsibilities for community well-being in plans, course assignments, and/or reflections (e.g. student chores or jobs, mentoring)	Requires/assigns student responsibilities for community well-being (e.g. student chores or jobs, mentoring)	
	No evidence that s/he understands strategies to promote student goal setting and problem solving OR cannot/does not apply in class activities	Demonstrates understanding of strategies to promote student goal setting and problem solving and includes them in plans for class activities	Evidence that s/he requires students to establish group and personal learning goals and to establish plans/strategies to achieve goals	
Shared Values	No evidence that s/he understands strategies to involve students in developing rules, policies, and/or expectations for positive behavior that would result in ability to develop shared values and expectations	Demonstrates understanding of how to involve students in developing rules and expectations for positive behavior that would result in community well-being (includes these ideas in plans, course assignments, and/or reflections)	Involves students in developing rules and expectations for positive behavior that would result in community well-being; teaches students to develop skills in planning classroom rules and policies; allows some student participation in implementation of classroom policies and management procedures	Meets criteria for "proficient" and demonstrates advanced skills by implementing multiple or sustained activities to develop policies and expectations that result in community well-being
Self-Direction	No evidence that s/he understands strategies to promote student self-directed behavior and/or does not plan or apply strategies in class activities	Demonstrates some understanding of strategies to promote student self-directed behavior and can plan for class activities	Implements at least one strategy to promote student self-directed behavior AND students usually exhibit self-directed behavior, working cooperatively and independently without teacher intervention	Meets criteria for "proficient" and demonstrates advanced behavior by implementing multiple strategies to promote self-directed behavior; students consistently exhibit self-directed behavior, working cooperatively and independently without teacher intervention

NOTE: Ethical behavior is addressed in standard 8.1; standards in Goal 3 address equity and the Democratic Ideal

Operationalization/Criteria:

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

Guidelines for Admission to Student Teaching:

1. Benchmark for admission includes: *S/he develops plans and activities that include strategies for developing personal responsibility and self direction.*
2. Following the rubric(above), a student should earn a rating of "developing" on all dimensions of the standard, demonstrating understanding of approaches and strategies to strengthen student skills that support the democratic ideal and to use this information to plan student activities.
3. To evaluate, review artifacts attached to the standard, including attached lesson plans, a classroom management plan, and/or case study as well as the reflection for Goal 1.

Evidence to be Evaluated: Lesson plans, reflection for Goal 1, classroom management plan and/or case study, possible video clip

Guidelines for Program Completion/Student Teaching:

1. Required for program completion is a rating in the "proficient" range in all dimensions of the standard.
2. To evaluate, supervisors should observe written plans and directly observe both teacher and student behavior and participation during both independent and group activities.
3. The OVERALL rating for the standard should be an average of the rating on all dimensions.
4. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *Researched strategies and implemented approach that increased the amount of time a student spent working independently from an avg. of 3.2 min. to 12.8 min. without intervention.*

Examples of Evidence:

Direct observation, lesson plans, reflection for Goal 1, written description of management system, videotape of teaching and class, interviews with school personnel (e.g., cooperating teacher)

Rationale:

- Burke, K. (1992). *What to do with the kid who . . . : Developing cooperation, self-discipline, and responsibility in the classroom*. Palatine, IL: Skylight Publishing.
- Cowan, D., Palomares, S., & Schilling, D. (1992). *Teaching the skills of conflict resolution: Activities and strategies for counselors and teachers*. Spring Valley, CA: Innerchoice Publishing.
- Johnson, D., & Johnson, R. (1998). *Learning together and alone: Cooperative, competitive, and individualistic learning* (5th ed.). Boston: Allyn & Bacon.
- Johnson, D., & Johnson, R. (1999). *Joining together: Group theory and group skills* (7th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Johnson, D.W., & Johnson, R.T. (1989). *Cooperation and competition: Theory and research*. Edina, MN: Interaction Book Company.
- Johnson, D.W., & Johnson, R.T., & Holubec, E.J. (1994). *The new circles of learning: Cooperation in the classroom*. Alexandria, VA: ASCD.
- Jones, V.F., & Jones, L.S. (1998). *Comprehensive classroom management: Creating communities of support and solving problems* (5th ed.). Boston: Allyn & Bacon.
- McCaslin, M., & Good, T. (1998). Moving beyond the conception of management as sheer compliance: Helping students to develop goal coordination strategies. *Educational Horizons*, 76(4), 169-176.
- McLaughlin, T. (1976). *Self-control in the classroom*. *Review of Educational Research*, 46(4), 631-663.
- Rohrkemper, M., & Corno, L. (1988). Success and failure on classroom tasks: Adaptive learning and classroom teaching. *Elementary School Journal*, 88, 299-312.
- Zabel, R.H., & Zabel, M.K. (1996). *Classroom management in context: Orchestrating positive learning environments*. Boston: Houghton-Mifflin.