

**8.2 Consistently exhibits a strong work ethic, assuming responsibility for oneself and others in the learning community;
is punctual and on-time for all responsibilities (CO: 8.2)**

	Basic (1.0-1.9)	Developing (2.0-2.9)	Proficient (3.0-3.9)	Advanced (4.0)
Effort & Work Ethic	Consistent evidence exists from feedback from faculty and/or field experience teachers of any of the following: a) failure to complete responsibilities; b) poor quality of work (e.g., inadequate proofing, poor penmanship or presentation, incomplete following of directions, obvious first drafts are submitted); c) inadequate effort (e.g., limited research, amount of detail, adherence to minimal requirements -- only what is requested)	Inconsistent evidence exists from feedback from faculty and/or field experience teachers of any of the following: a) failure to complete responsibilities; b) poor quality of work (e.g., inadequate proofing, poor penmanship or presentation, incomplete following of directions, obvious first drafts are submitted); c) inadequate effort (e.g., limited research, amount of detail, adherence to minimal requirements -- only what is requested)	Consistent evidence exists from faculty and field experience teachers that: a) responsibilities are completed; b) quality of work demonstrates strong work ethic in its completeness, thoroughness, and in its presentation; c) quality of work indicates effort beyond minimal requirements; a rating of 3.5 or higher requires observation that the student assumes/volunteers for extra responsibilities	To be rated "advanced," the student must meet all of the criteria for "proficient" AND evidence exists through a) ratings of field experience teachers and b) direct observation and feedback from others who have observed his/her teaching that the student demonstrates strong work effort; an "advanced" rating requires documentation that the CSU-Pueblo student assumed extra work or effort without being asked or prompted
Responsibility	Consistent evidence exists from feedback from faculty and/or field experience teachers of any of the following: a) fails to assume own part in cooperative group activities in and outside of class; relies on others in group to complete assigned tasks OR b) does not assume responsibility for own errors and/or blames others for mistakes	Inconsistent evidence exists from feedback from faculty and/or field experience teachers of any of the following: a) fails to assume own part in cooperative group activities in and outside of class; relies on others in group to complete assigned tasks OR b) does not assume responsibility for own errors and/or blames others for mistakes	Consistent evidence exists from faculty and field experience teachers that: a) student assumes own part in cooperative group activities in and outside of class; never relies solely on others in group to complete assigned tasks AND b) student assumes responsibility for own errors	To be rated "advanced," the student must meet all of the criteria for "proficient" AND evidence exists through a) ratings of field experience teachers and b) direct observation and feedback from others who have observed his/her teaching that the student demonstrates leadership in collaborative activities by assisting others and/or assuming responsibility for quality and completion of entire effort
Punctuality	Consistent evidence exists from feedback from faculty and/or field experience teachers of any of the following: a) completes assigned responsibilities late or leaves early; b) arrives to class and/or field experiences late; c) fails to inform faculty, K-12 teachers, and peers as soon as possible if late or absent	Inconsistent evidence exists from feedback from faculty and/or field experience teachers of any of the following: a) completes assigned responsibilities late; b) arrives to class and/or field experiences late or leaves early; c) fails to inform faculty and K-12 teachers as soon as possible if late or absent	Consistent evidence exists from faculty and field experience teachers that: a) assigned responsibilities are completed on time; b) student is on time and does not leave early from class and/or field experiences; c) student informs faculty and K-12 teachers as soon as possible if late or absent	To be rated "advanced," the student must meet all of the criteria for "proficient" AND evidence exists through a) ratings of field experience teachers and b) direct observation and feedback from the cooperating teacher during student teaching that the student demonstrates punctuality

Operationalization/Criteria:

Guidelines for Admission to Education:

1. Benchmark for admission is a rating of "proficient" on all dimensions: *S/he exhibits a strong work ethic.*
2. To score, review faculty and classroom teacher evaluations and relevant information from TEIMS and average the ratings. Any rating of "basic" must be followed up with a recommendation of admission with reservations.

Evidence to be Evaluated:

Field experience teacher's final evaluation, recommendation forms from faculty, notes and comments of faculty included in student's record, intervention plans and follow-ups

Guidelines at Admission to Student Teaching:

1. Benchmark for admission is a rating of "proficient" on evaluation forms completed by both university faculty familiar with the student and K-12 classroom teachers who have worked with the student; if concerns are noted or ratings below "proficient" occurred, attempt to clarify this information.
2. Check for documentation of remediation plans or other documentation if ratings below "proficient" occurred.

Evidence to be Evaluated:

Field experience teacher's evaluation, recommendation forms from faculty, notes and comments of faculty included in student's record, intervention plans and follow-ups

Guidelines for Admission to Student Teaching:

Benchmark is a rating of "proficient." This rating requires consistent documentation of a strong work ethic over the time the student is in the program.

Evidence to be Evaluated:

Faculty and field experience teacher evaluations, notes included in student's file, intervention/support plans, general attention to requirements and quality of effort in eportfolio

Guidelines for Program Completion/Student Teaching:

Benchmark is a rating of "proficient." This rating requires consistent documentation of a strong work ethic over the time the student is in the program, including teaching.

The Inventory narrative may cite consistency of data; e.g., *Ratings of faculty and classroom teachers over a two year period of time are consistently proficient or advanced.*

Evidence to be Evaluated:

Field experience teacher evaluations, notes in student's file, intervention/support plans, review of quality of work in eportfolio and lesson plan notebook (student teaching) AND direct observation during student teaching and feedback from cooperating teacher

Rationale:

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Wasicsko, M. M. (2001). *Assessing Educator Dispositions: A Perceptual Psychological Approach*. (Formerly Eric Document No. ED 193 193).