

8.4 Acts in a caring manner towards K-12 students, peers, and other members of the learning community.

	Basic (1.0-1.9)	Developing (2.0-2.9)	Proficient (3.0-3.9)	Advanced (4.0)
Lack of Negative Interactions	<p><u>Any of the following may be grounds for dismissal from the program:</u></p> <ol style="list-style-type: none"> 1. Deliberately malicious and disparaging comments about K-12 students and/or teachers that would result in dismissal from field experiences 2. Deliberately exposing K-12 students to embarrassment and/or disparagement 3. Consistently demonstrating a pattern of using verbal punishment with students, including any of the following: raising his/her voice, using punishing words, using sarcasm, consistent use of commands to stop and desist <p>Note: the seriousness of the infraction (e.g., nature of the remarks, impact on student, pattern of behavior) determines whether the behavior results in dismissal or an intervention plan</p>	<p><u>Any of the following are grounds for intervention and, if persistent, may result in dismissal from the program:</u></p> <ol style="list-style-type: none"> 1. Malicious and disparaging comments about K-12 students and/or teachers 2. Exposing K-12 students to embarrassment and/or disparagement 3. Participating in disparaging gossip with others about K-12 students and/or their families 4. Participating in disparaging public remarks about K-12 teachers and CSU-P colleagues 5. Making disparaging remarks focusing on students', teachers', or colleagues' ethnicity, race, gender, disability, religious beliefs, socioeconomic background, or sexual orientation 6+C18. Demonstrating a pattern of using verbal punishment with students, including any of the following: raising his/her voice, using punishing words, using sarcasm, consistent use of commands to stop and desist 	<p>Consistent evidence that the student does not initiate or participate in any of the behaviors described in "developing."</p>	<p>Meets criteria for "proficient" and documents an example of leadership in taking measures to either a) decrease offensive remarks and language among K-12 students or b) improve understanding of K-12 students or peers concerning interpreting behaviors and/or language that maybe offensive to others based on ethnicity, race, gender, disability, religious beliefs, socioeconomic background, sexual orientation, or other areas of discrimination</p>

Caring Interactions	No evidence that he/she provides praise and encouragement to students for whom s/he is responsible	Provides evidence of using praise and encouragement to students for whom s/he is responsible (through written plans and reflections)	Provides direct evidence of frequent use of genuine praise and encouragement to K-12 students for whom s/he is responsible, individualizing praise and encouragement based on student needs (through direct observation, evaluations of teachers, and videoclips)	Meets criteria for "proficient" in all three areas of caring described at left AND demonstrates consistent and exceptional use of praise and encouragement to K-12 students in the classroom (directly observed across the semester by the university supervisor or coach and other educators)
	No evidence that s/he provides praise and verbal/non-verbal encouragement to teachers and peers	Provides evidence of praise and verbal/non-verbal encouragement to teachers and peers (through written plans and reflections in eportfolio)	Provides evidence of consistent use of praise and verbal/non-verbal encouragement to teachers and peers over the time the student is in the program (i.e., multiple examples)	
	Descriptions of K-12 students, their families, and colleagues in documents in the eportfolio or other communications provide no evidence for empathy, liking, caring and affection	Descriptions of K-12 students, their families, and colleagues in documents in the eportfolio or other communications provide evidence for empathy, liking, caring and affection	Meets criteria for "developing" and provides example of at least one action that resulted from an attitude of caring/empathy	
Effort	No indication that student assists K-12 students or peers if a) it requires special time and effort or b) it is not related to an assignment for class	Evidence demonstrates at least one example of providing assistance to K-12 students, peers, or teachers; may involve a requirement for a class (e.g., volunteer service)	Provides evidence of multiple efforts to provide assistance to K-12 students or teachers or peers; these efforts require time and effort; at least one example is not related to a specific requirement for a university class	Meets criteria for "proficient" and demonstrates an exceptional example of effort on behalf of student(s)

Operationalization/Criteria:

Guidelines for Admission to Education:

1. Benchmark for admission is a rating of "proficient" on dimension "lack of negative interaction" and "developing" on dimension related to "effort."
2. To score 1) review faculty and classroom teacher evaluations and any additional information in TEIMS and average the ratings. Any rating of "basic" or "developing" must be followed up with a recommendation of admission with reservations and 2)+A14 review reflection for Goal 8 and any additional information about understanding and efforts related to caring aligned to the standard in the portfolio and consider this information in the eportfolio.
3. The OVERALL rating for the standard is an average of the two ratings.

Evidence to be Evaluated:

Faculty and field experience teacher evaluations, notes included in student's file, intervention/support plans, reflection for goal 8, any evidence provided to document "effort"

Guidelines for Admission to Student Teaching:

Benchmark is a rating of "proficient" on all dimensions, indicating both the student's understanding and action related to caring during 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, reflections from Goals 1-8, reflections related to lesson plans, portfolio exhibits that demonstrate caring, video clips, lesson reflections, letters from students or teachers

Guidelines for Program Completion/Student Teaching:

1. Required for program completion are ratings of "proficient" in all dimensions.
2. Supervisor should consider evidence of consistency from the portfolio, personal observations of the teacher's performance, and input from the cooperating teacher or others who have observed his/her teaching. Ratings for dimensions should be averaged to determine an OVERALL rating for the standard.
2. The Inventory narrative should cite an example of performance; e.g., *During a typical observation of a lesson, she+A10 praised individuals and the entire group an average of 12 times; examples were genuine, enthusiastic, and motivating.*

Evidence to be Evaluated:

Evaluation forms of field experience teachers and faculty, direct observation by university supervisor and cooperating teacher, exhibits in eportfolio demonstrating actions related to caring, portfolio reflections, reflections for lesson plans and/or the TWS, video clips

Rationale:

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- Sockett, H. (2006). Character, rules and relationships. In H. Sockett (Ed.), *Teacher dispositions: Building a teacher education framework of moral standards* (pp. 9-25). Washington, DC: AACTE Publications.
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