

8.5 Models an excitement for teaching and learning, advocating teaching as a worthy career and describing various career paths in local, state, national, and education, including international options, higher education, public, and private education. (CO: 8.4)

	Basic (1.0-1.9)	Developing (2.0-2.9)	Proficient (3.0-3.9)	Advanced (4.0)
Modeling Excitement for Teaching & Learning	Evidence documents consistent feedback from faculty and field experience teachers concerning student's comments/behavior that indicate negative/disparaging attitudes about teaching, schools, and/or the educational profession	Evidence documents some feedback from faculty and field experience teachers concerning student's comments/behavior that indicate negative/disparaging attitudes about teaching, schools, and/or the educational profession	Evidence documents consistent feedback from faculty and field experience teachers that student demonstrates a positive attitude and models excitement concerning teaching, schools, and/or the educational profession	To receive a rating of "4," evidence must document criteria for "proficient" and must demonstrate consistency across the time the student is in the program, including teaching
	Evidence documents consistent feedback from faculty and field experience teachers concerning student's comments/behavior that is negative/disparaging: attitudes about academic subjects for which s/he will be responsible for teaching (e.g., "I don't like geography") and/or disparaging comments about own enjoyment of learning (e.g., "I don't like to read" or "When I graduate, I'm never reading another book") .	Evidence documents some feedback from faculty and field experience teachers concerning student's comments/behavior that indicate academic subjects for which s/he will be responsible for teaching (e.g., "I don't like geography"), disparaging comments about own enjoyment of learning (e.g., "I don't like to read" or "When I graduate, I'm never reading another book")	Evidence documents consistent feedback from faculty and field experience teachers that student demonstrates a positive attitude and models excitement in comments concerning academic subjects for which s/he will be responsible for teaching, as well as the enjoyment of learning	To receive a rating of "advanced," evidence must document criteria for "proficient" and must demonstrate consistency across the time the student is in the program, including teaching
	No evidence in the eportfolio or no direct observation of modeling of excitement while teaching K-12 students	At least one example included in eportfolio (and/or directly observed) of encouraging learning directly with K-12 students by explaining and/or modeling excitement for learning	Multiple examples are included in eportfolio (and/or directly observed) of encouraging learning directly with K-12 students by explaining and/or modeling excitement for learning	To receive a rating of "advanced," evidence must document criteria for "proficient" and must demonstrate consistency in modeling excitement for learning through personal example and by implementing strategies to encourage learning outside the classroom to K-12 students

Participation	No evidence in the eportfolio of participation in any volunteer service activities related to teaching	Evidence in the eportfolio of participation in a volunteer service activity related to teaching; number of types of participation and nature of participation affect the rating	Eportfolio contains evidence that meets criteria for "developing" AND documents sustained participation over the time the student is in the program; number of types of participation and nature of participation affect the rating; evidence must include participation that is not a requirement for a specific class.	A rating of "4" requires meeting the criteria for "proficient" and documentation of exceptional commitment through participation in a leadership role as a presenter or volunteer; exceptional performance requires documentation of participation in professional organizations and service
	No evidence in the eportfolio of participation in any of the following: membership in professional teaching organizations, conferences or meetings related to teaching or content area, CSU-Pueblo teacher education association	Evidence in the eportfolio of participation in at least one activity which supports the future of teaching: attendance at local or state/national meeting or conference of teacher organization, membership in at least one teacher organization, membership and participation in the TEA, volunteer service activities in teaching such as mentoring; number of types of participation and nature of participation affect the rating	Eportfolio contains evidence that meets criteria for "developing" AND documents sustained participation over the time the student is in the program; number of types of participation and nature of participation affect the rating; evidence must include participation that is not a requirement for a specific class	A rating of "4" requires meeting the criteria for "proficient" and documentation of exceptional commitment and active participation or leadership in activities that support teaching as a career outside program activities and requirements
Understanding Careers	Eportfolio evidence (philosophy of education paper/reflection for Goal 8, or other evidence) does not address this dimension AND/OR demonstrates lack of understanding or errors in understanding teaching as a worthy career and career paths in education	Eportfolio evidence (philosophy of education paper/reflection for Goal 8, or other evidence) describes teaching as a worthy career and accurately describes his/her own career path	Eportfolio evidence meets criteria for "developing" AND includes information on educational career goals	Eportfolio evidence meets criteria for "proficiency" and provides updated information on future career goals in education

Operationalization/Criteria:

Guidelines for Admission to Education:

- Benchmark for admission is a rating of "proficient" on the following: rows 1 and 2 of *Modeling Excitement* dimension and "developing" on *Understanding Careers* dimension: *S/he has a developing understanding of the career of teaching and consistently models excitement about teaching and learning.*
- To rate this standard, a) average the ratings of faculty and field experience teacher for dimension #1 and b) review the philosophy of education paper, the reflection for Goal 8, the resume, and any other documentation submitted. Any scores in the "basic" range must result in a recommendation of admission with reservations and an intervention plan.
- The OVERALL rating is an average of the three rows.

Evidence to be Evaluated:

Faculty & field experience teacher evaluations, notes included in student's file, intervention plans, philosophy paper, reflection for Goal 8, resume (documentation of activities); possible: videoclip demonstrating excitement

Guidelines for Admission to Student Teaching:

Benchmark is a rating of "proficient" on rows 1 and 2 of *Modeling Excitement* dimension and on *Understanding Careers* dimension and "developing" on other dimensions. Standard 8.5, 2

Expectation = some documentation of participation in activities that demonstrate excitement and interest in teaching and some evidence of modeling excitement in the classroom.

Evidence to be Evaluated:

Faculty & field experience teacher evaluations, notes included in student's file, intervention plans, philosophy paper, reflection for Goal 8, resume (documentation of activities)
Possible: videoclip demonstrating excitement

Guidelines for Program Completion/Student Teaching:

Benchmark is a rating of "proficient" on all dimensions. This rating requires continued consistent demonstration of excitement over the time the student is in the program, including during A9teaching. To determine the OVERALL rating, average the ratings earned across dimensions. The Inventory narrative may cite a specific example resulting in the rating: e.g., *Served as a mentor in the Teacher Education program for two years, assisting over 20 peers.*

Evidence to be Evaluated:

Evaluation forms of faculty and field experience teachers, direct observation of teaching, reflection for Goal 8, documentation of activities (resume or log), possible videoclip, philosophy of education paper

Rationale:

Bettencourt, E., Gillett, M., Gall, M., & Hull, R. (1983). Effects of teacher enthusiasm training on student on-task behavior and achievement. *American Educational Research Journal*, 20, 435-450.

Cabello, B., & Terrell, R. (1994). Making students feel like family: How teachers create warm and caring classroom climates. *Journal of Classroom Interaction*, 29, 17-23.

Brophy, J.E. (1997). *Motivating students to learn*. New York: McGraw-Hill.

Diez, M. (2006). Assessing dispositions: Five principles to guide practice. In H. Sockett (Ed.), *Teacher dispositions: Building a teacher education framework of moral standard* (pp. 49-60). Washington, DC: AACTE Publications.

Diez, M.E., & Raths, J.D. (2007). *Dispositions in teacher education: Their nature, development, and assessment*. IAP.

Interstate New Teacher Assessment and Support Consortium (INTASC). (1991). *Model standards for beginning teacher licensing and development*. Washington, DC: Council of Chief State School Officers. Available at <http://www.coe.ilstu.edu/ncate/intascprinciples.htm>.

Katz, L. G. (1993). *Dispositions as educational goals*. ERIC Clearinghouse on Elementary and Early Childhood Education. EDO-PS-93-10.

Kagan, D. M. (1992). Implications of research on teacher belief. *Educational Psychologist*, 27(1), 65-90.

Perry, R. (1985). Instructor expressiveness: Implications for improving teaching. In J. Donald & A. Sullivan (Eds.), *Using research to improve teaching* (pp. 35-49). San Francisco: Jossey-Bass.

Shavelson, R. J., & Stern, P. (1981). Research on teachers' pedagogical thoughts, judgments, decisions, and behavior. *Review of Educational Research*, 51(4), 455-498.

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.

Sparks, R. & Lipka, R.P. (1992). *Characteristics of Master Teachers: Personality Factors, Self-Concept, Locus of Control, and Pupil Control Ideology*. *Journal of Personnel Evaluation in Education*, 5, 303-311.

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