

**8.7 Demonstrates flexibility in thinking and behavior; remains open-minded, reserving judgment for evidence.**

	<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>Flexibility &amp; Open-Mindedness</b>	Some evidence from feedback of faculty and field experience teachers indicates that student may become angry, defensive, or verbally confrontational when exposed to ideas with which s/he disagrees	Feedback of faculty and field experience teachers consistently indicates flexibility in thinking about educational theory and practice (e.g., willingness to suspend judgment until sufficient evidence, tolerates ambiguity, tendency to question rather than simply accept authority, willingness to believe credible evidence)	Feedback of faculty and field experience teachers consistently indicates flexibility in thinking about educational theory and practice (see examples in "developing")	Meets criteria for "proficient" and demonstrates flexibility in thinking about theory and practice teaching during teaching by demonstrating consistency in doing so across time (e.g., across several months of consistent observation, as well as eportfolio evidence)
<b>Changes Thinking</b>	Evidence from feedback of faculty and field experience teachers indicates that student refuses to complete assignments or take on tasks for which s/he has a prejudgment	Evidence demonstrates at least one change in his/her ideas about teaching and learning and positions concerning educational practice based on new ideas and evidence; after research or study, s/he can identify changes in own thinking	Evidence demonstrates that student meets the criteria for "developing" AND demonstrates a change in at least one teaching practice based on changes in thinking about educational theory and practice	To receive a "advanced," student meets criteria for "proficient" and demonstrates multiple changes in teaching practices based on changes in thinking about educational theory and practice
<b>Use of Evidence</b>	Evidence from feedback of faculty and field experience teachers and/or evidence in eportfolio indicates that any of the following are consistent responses: a) student engages in pre-scientific thinking, operating on hunches or drawing inadequate conclusions based on opinion and not objective evidence  b) student appears confused by process of drawing conclusions from multiple sources of information; cannot always compare and contrast different information or evaluate the quality of the information or its source  c) student draws impulsive conclusions without thorough examination of information	Evidence from feedback of faculty and field experience teachers and/or evidence in eportfolio indicates that inconsistencies exist in the student's dispositions towards using evidence related to teaching in any one of the three responses described in "basic"	Evidence from feedback of faculty and field experience teachers and evidence in eportfolio indicates that the student is consistent in the following approaches to evidence: a) questions the rationale or research base for teaching policies and practices rather than engaging in pre-scientific thinking  b) attempts to logically understand contradictory ideas; with some support can evaluate the quality of information and recognizes flaws in evidence; can compare and contrast differing points of view and draw conclusions  c) can examine information thoroughly before drawing conclusions	To receive a "advanced," s/he meets all criteria for "proficient" and provides exceptional evidence of dispositions towards using evidence in education (e.g., thoroughness in examining and synthesizing evidence around a challenging educational question and drawing conclusions beyond expectations of a well-prepared graduating education student)

**Operationalization/Criteria:**

**Guidelines for Admission to Education:**

1. Benchmark for admission is a rating of "proficient" on dimension #1: *Flexibility of thinking: student shows flexibility in thinking about teaching and educational issues*.
2. To evaluate this dimension, review the ratings of faculty and field experience teachers and average them. Any ratings in the "basic" range must result in a recommendation of admission with reservation.

**Evidence to be Evaluated:**

Recommendation of faculty and field experience teacher, notes and comments of faculty included in student's record, intervention plans and follow-ups

**Guidelines for Admission to Student Teaching:**

Benchmark for admission is rating of "proficient" on all dimensions of the standard.

**Evidence to be Evaluated:**

Recommendation of faculty and field experience teacher, notes and comments of faculty included in student's record, intervention plans and follow-ups, reflections, artifacts focusing on use of evidence and research, artifacts demonstrating changes in thinking based on research (e.g., lesson reflections)

**Guidelines for Program Completion/Student Teaching:**

1. Required for program completion are ratings of "proficient" on all dimensions. The OVERALL rating for the standard should average the ratings across dimensions.
2. Supervisor should consider both his/her personal observations of student teacher's performance and input from the cooperating teacher or other school educators who have observed the student.
3. A possible Inventory narrative should describe an example of student performance: e.g., *In implementing her TWS, she discussed opposition to use of peer tutoring but integrated it into her unit after reading a research study by Slavin.*

**Evidence to be Evaluated:**

Recommendation of faculty and field experience teacher, notes and comments of faculty included in student's record, intervention plans and follow-ups, reflections, artifacts focusing on use of evidence and research, artifacts demonstrating changes in thinking based on research (e.g., lesson reflections), direct observation

**Rationale:**

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- 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.
- Sternberg, R.J., & French, P.A. (1991). *Complex problem solving*. Hillsdale, NJ: Erlbaum. (and other work by Sternberg describing dispositions of thinking)
- Wasicsko, M. M. (2001). *Assessing Educator Dispositions: A Perceptual Psychological Approach*. (Formerly Eric Document No. ED 193 193).