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)

<table>
<thead>
<tr>
<th>Modeling Excitement for Teaching &amp; Learning</th>
<th>Basic (1.0-1.9)</th>
<th>Developing (2.0-2.9)</th>
<th>Proficient (3.0-3.9)</th>
<th>Advanced (4.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>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”), 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”)</td>
<td>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”)</td>
<td>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</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>No evidence in the eportfolio or no direct observation of modeling of excitement while teaching K-12 students</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>

Standard 8.5, 1
| 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 |
| Understanding Careers | 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:**
1. 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.
2. 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.
3. 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 A9 teaching. 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:**