

Developing Caring Dispositions in Preservice Teachers: Pilot Project

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ABSTRACT: The purpose of this study was to assess early childhood preservice teachers' caring dispositions. In this pilot project, 35 preservice teachers were involved. They spent 30 hours in the field. The tool for assessment—Caring Teachers' Components and Characteristics—was developed on the basis of the theory of caring per Noddings (1992) and Mayeroff (1971), as aligned with Praxis III (Dwyer, 1994). The co-researchers were the cooperating teachers supervising the candidates in the field. They served as assessors commenting on the progress of the candidates' caring disposition. The results of this research show that according to the cooperating teachers, preservice teachers manifested their caring disposition through some characteristics but that there are many that they still must develop. The strongest characteristics were their modeling ability (to encourage students to extend their knowledge), their monitoring of students' understanding, and their providing feedback. Also, the cooperating teachers pointed to our candidates' ability to establish and maintain rapport with students. Some of the weakest points were as follows: making content comprehensible to the students, organizing content for instruction, and reflecting.



Ohio's vision for 2006, as outlined by the Ohio Department of Education (1997), denoted in particular caring, competent, and qualified teachers. With the new licensure program, the Praxis II exam for the preservice teachers, and the Praxis III for new teachers, questions have been raised regarding the assessment of their preparation. Beyer (2002) has criticized this new approach, saying that

these standards fail to take up the central questions that need to frame teacher education. Since education is human undertaking, and educational studies are normative domain, teacher education must be infused with the kind of critical scrutiny about social purposes, future possibilities, economic realities, and moral directions. (p. 240)

Berliner (2005) has furthered the argument, noting that half the criteria by which we might judge teacher quality cannot be measured satisfactorily.

For more than 20 years, Nell Noddings (1992) has stressed the necessity for developing caring in teachers and students. She has advocated that what should be stressed in teachers' work is not "caring about" (tests, e.g.) but rather "caring for"—as in, caring for the moral development of children.

Rational

Minor, Onwuegbuzie, Witcher, and James (2002) have emphasized that effective teachers are caring. Goldstein and Lake (2000) stressed that caring is widely believed to be a central facet of teaching. Many researchers have stressed the importance of developing caring as a necessary disposition for working with children (Freeman, Swick, & Brown, 2000; Mayeroff, 1971; Noddings, 1991, 1992; Rice, 2001; White, 2001). For Freeman et al. (2000), "caring comes alive when students see, hear, feel, and then reflect on child and teacher functioning in the classroom" (p. 164).

Rice (2001) has similarly stressed that "a teacher may be perceived to know everything about the subject he or she teaches, but if he or she does not act in a caring manner, students in that teacher's classroom may report learning less from that teacher" (p. 105). Given that research has shown that caring is one of the most important characteristics of teachers, the important need is to assess caring dispositions in preservice teachers and to give them guidance in how to grow within their caring. The problem then becomes, however, how do we assess caring?

The Praxis teacher performance assessment test takes into consideration many of the caring characteristics embodied in the theories of caring. Although it shows an understanding of the necessity to develop caring dispositions in teaching, a more developed instrument emphasizing caring dispositions is needed.

Review of the Literature

There are many theoretical and practical research studies on caring. Many of them have analyzed the concept of caring, and some have demonstrated applications in the field of teaching. To begin, what is caring?

For Noddings (1992), caring is an interaction that helps people grow. According to her definition, a caring relation is a connection or an encounter between two human beings: a caregiver and a recipient of care, or the cared for. For the relation to be properly caring, both parties must contribute to the caring in a characteristic way. Furthermore, caring is a state of consciousness characterized by engrossment and motivational displacement. In fact, there are specific components of caring that Noddings pointed to that are foundations of the conceptual framework of this research—namely, modeling caring, dialoguing caring, practicing caring, and confirming caring.

Mayeroff's theory (1971) contributes to an understanding of caring by presenting necessary characteristics that a person must possess in order to care—specifically, knowing the recipient and having patience, honesty, trust, humility, hope, courage, and alternative rhythms (alternatives in assessment and the methods of teaching).

Research that has examined student voice on the issue of teachers' caring has described such teachers as being student centered, work centered, able to engage students, and active (Nowak-Fabrykowski & Caldwell, 2002). But is caring seen in the same ways in other countries? A study by Collinson, Killeavy, and Stephenson (1999) indicated that caring may have different characteristics in different countries. For example, in the United Kingdom, the recent National Curriculum promoted teacher responsibility for the spiritual, moral, and cultural development of students. In Ireland—where religion plays an important role in education—teachers value honesty, fairness, caring for others, tolerance, independence of thought, autonomy of individual, cooperation, and self-respect.

In the United States, researchers at the University of South Carolina developed a framework promoting a variety of experiences that permit students to develop the dispositions and skills to interact with children and families in nurturing and responsive ways (Freeman et al., 2000). The researchers pointed to four levels of caring—in particular, experiencing caring, practicing caring, initiating and sustaining caring relationships, and continuing caring reflections and refinements.

Lin (2001) stressed the relationship between caring and multicultural education practice in the United States. For her,

multicultural education arises from an ethical purpose to care for and teach all children. Teachers who hold a moral commitment to caring students in the context of cultural and linguistic diversity see their contribution to societal equity in their efforts to create an educational system that places the academic, emotional, and social needs of children at the center of learning. (p. 108)

In her understanding, caring is more fundamental than justice, fairness, and equity because when people sincerely care about others, they find ways to treat them justly, fairly, and equitably.

There are many methods of assessing teaching. In 1994, the Ohio Department of Education began a pilot project to examine various forms of performance-based assessments of teaching. Since 1996, it has used Praxis III (Ohio Department of Education, 2004). It requires performance-based assessment of beginning teachers and an entry-year mentoring program: Praxis III and Pathwise. Both consist of the same four domains and 19 criteria that form the framework for analysis.

Method

The tool for assessment—Caring Teachers' Components and Characteristics (CTCC; see Appendix B)—has been developed on the basis of the theory of caring per Noddings (1992) and Mayeroff (1971), as aligned with Praxis III (Dwyer, 1994).

Instrumentation

The tool for assessing caring dispositions is based on integration of three approaches: Noddings's components of caring (1992), Mayeroff's characteristics of caring (1971), and the Praxis domains (Dwyer, 1994). Noddings's model of the four components of caring enables us to assess how the candidates model caring, show caring through dialogue, practice caring, and confirm caring (see Appendix A). For a better understanding of these four components of caring, they are broken down in the rubrics by applying Mayeroff's eight necessary characteristics that a person must possess in order to care: knowing the recipient and having patience, honesty, trust, humility, hope, courage, and alternative rhythms (alternatives in assessment and methods of teaching). Because many teachers and professors in Ohio are familiar with Praxis domains and because they use them in assessing preservice teachers during practicum, we aligned the new test with Praxis domains, thereby giving possibility for assessors to choose the instrument that they liked best. To establish content validity of the new test, 34 cooperating teachers were asked to examine the test and evaluate its relevancy for assessing caring dispositions. The close relation of the measures used in the old Praxis exam (Dwyer, 1994) to the new test helped us to achieve congruent validity. The thoughts guiding the alignment can be presented as follows.

In the modeling component, the caring characteristic of knowing a recipient is defined as "understanding the other's needs and being able to respond properly to them; knowing of ours and others' limitations. Caring includes explicit and implicit knowledge how to help another person grow" (Mayeroff, 1971, p. 12). This definition has been aligned with the following Praxis domains:

- A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
- B1: Creating a climate that promotes fairness
- C1: Making learning goals and instructional procedures clear to students
- C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands
- D4: Communicating with parents or guardians about student learning

Participants

Thirty-five first-year students majoring in early childhood from a small 4-year college in eastern Ohio were involved. All preservice teachers were females.

Procedure

Data were gathered from the survey sent to the cooperating teachers. The idea of this survey came from the needs of assessing students' dispositions—especially, caring—and the review of relevant literature (Freeman et al., 2000; Mayeroff, 1971; Noddings, 1991).

Several stages were part of the procedure. In the preparation stage, the questionnaire was sent to the preservice teachers, asking them about their caring experiences and their understandings what caring is (see Appendix C). Discussion was conducted with early childhood preservice teachers about their responses to the questions in the questionnaire, and the instructor asked them how they could show caring to children during the practicum.

The cooperating teachers taking part in this assessment participated in a 1-hour session in which the survey was discussed. The researcher presented the questionnaire to the cooperating teachers and led a discussion on Mayeroff's components of caring (1971) and Noddings's caring characteristics (1992). The cooperating teachers asked for clarification of the definitions used in the survey. Then, the survey was sent with the students to the cooperating teachers, who at the end of the practicum sent it back to the university. The preservice teachers spent 30 hours in the field. Their duties included observations, tutoring children, and helping with the office duties, and in some cases, they took over part of the class. The data from the survey were analyzed and discussed with the students. Recommendations were given to each student on how to develop the caring disposition.

Results

Out of the 35 surveys sent to the schools, 14 were returned. Out of those 14, one teacher refused to complete it, even when the student asked several times. One teacher commented that she saw our students in too short a period to comment on her attitude.

Just 8% of cooperating teachers solely used descriptive comments, and 16% preferred just Praxis. Seventy-five percent used both. Therefore, the first difficulty in analyzing the data was, namely, how to organize information from those three different approaches. The only solution was to look at the components, characteristics, and Praxis checklist of those that used both approaches.

Preservice Teachers' Reflection on Caring

In the opinion of the preservice teachers, caring means listening, giving feedback, smiling, sharing yourself with others, helping, giving positive reinforcement, "getting down" on a child's level, and interacting (see Table 1). They noted that caring is important because it makes one a stronger person. Most (91%) experienced caring from both parents. Preservice teachers commented that their mothers, as well as some baby-sitters, were their best caregivers. They experienced a comfort zone when they were with a caring person. They felt secure and trusted. Some students commented that they felt cared for through their friends, without whom they would be lost.

Table 1. Student Questionnaire Response (n = 35)

<i>Items</i>	<i>%</i>
Experienced caring from	
One or both parents	91
One or both grandparents	24
Extended family	20
Siblings	18
Friends	30
Teachers	10
Significant other	50
Babysitter	7
Showed caring by caring for	
Children (day care, baby-sitting)	56
Siblings	68
Grandparents	49
Extended family members	11
Best way of showing caring in the classroom	
Listening	32
Being there and forming relationships	63
Positive feedback	75
Respect	65
Create a warm/inviting classroom	82
Help and support	76
Parental involvement	15
Encourage	10
Best ways of showing caring as a colleague	
Help and share resources	62
Listen	41
Respect	22

In considering secondary caregivers, preservice teachers identified their school teachers and their fathers. In some cases, fathers demonstrated caring more than teachers. Preservice teachers also mentioned grandparents as caring people. For preservice teachers, people who care always put others first and respect their decisions. For the question about caring for someone, many students talked about their grandparents in the nursing home. Some spoke of spending time visiting them, taking them shopping, cleaning their homes, and working in their gardens. Many baby-sat or took care of younger brothers and sisters. They all concluded that taking care of someone else makes one feel good and that caring means helping one another. Many preservice teachers mentioned that they presently felt as though their college faculty cares about them—especially, their individual advisors. They also pointed out that parents and grandparents showed their caring through financial support and through their interests in the students' lives. Friends also experienced care, especially through the relationship of a sorority sister. According to preservice teachers, the best way of showing caring in the classroom is creating a warm or inviting classroom (82%), showing support (76%), and positive feedback (75%).

Table 2. Most Developed Characteristics of Caring ($n = 9$)

<i>Components</i>	<i>Characteristics</i>	%
Knowing	Monitoring students' understanding	62
Dialogue		
Honesty	Establishing and maintaining rapport with students	68
Trust	Monitoring students' understanding	65
Hope	Monitoring students' understanding	63
Practice		
Hope	Monitoring students' understanding, providing feedback	60
Courage	Encouraging students to extend their knowledge	61
Trust	Monitoring students' understanding	52
Confirmation		
Hope	Monitoring students' understanding, providing feedback	72
Honesty	Establishing and maintaining rapport with students	61

The purpose of this study was to assess early childhood preservice teachers' caring disposition. Research findings (see Table 2) show that the most developed characteristics of caring in our preservice teachers were monitoring students' understanding and providing feedback (72%) and establishing and maintaining rapport with students (68%).

The characteristics of caring that should be further developed include the following: making content comprehensible to the students (11%–12%), demonstrating knowledge of student's background (13%), and communicating objectives and procedures (14%; see Table 3).

The narrative comments were then reviewed to give a more encompassing picture. Many narrative comments focused on the strengths but provided ideas for improvement of preservice teachers regarding their caring characteristics. One cooperating teacher mentioned that the preservice teacher

Table 3. Characteristics of Caring That Should Be Further Developed ($n = 9$)

<i>Components</i>	<i>Characteristics</i>	%
Modeling		
Knowing	Communicating objectives and procedures	14
Trust	Encouraging students to extend their knowledge	15
	Making content comprehensible to students	12
Dialogue		
Patience	Demonstrating knowledge of student's background	13
Courage	Making content comprehensible to the students	11
Practice		
Honesty	Encouraging students to extend their knowledge	22
Trust	Organizing content for instruction	35
	Reflecting on teaching	39
Confirmation		
Patience	Establishing and maintaining rapport with the students	42
Honesty	Creating a climate that promotes fairness	48
Courage	Making content comprehensible to the students	19

demonstrated an understanding of the other's needs and being able to respond properly to them.

During the limited time that [the preservice teacher] has been with us, she has demonstrated caring through these 4 components/8 characteristics on a constant basis. I believe that she is on the right track and will continue to make progress as she continues with her education. She is off to a good start.

The cooperating teachers pointed to the preservice teachers' availability to children—"[The preservice teacher] lets the children know she is available at all times and immediately responds. She speaks to the children in a caring manner"—and their efforts to know them:

[The preservice teacher] talks to my students whenever possible to try to get to know them better. She has worked very patiently and very well with several students who have great difficulty counting money. She listened to small reading groups, helping them with word attack skills and offering different strategies to help them.

Many of cooperating teachers listed what the preservice teachers were accomplishing:

She taught a lesson, read books, and involved the class in a culminating art activity. The children liked her and responded to her discussion. The lesson was timed within an appropriate length of time. She encouraged the gifted as well as those struggling. [She] hung up all projects on bulletin board showing that all children's work was valued.

According to their observations, the majority of cooperating teachers emphasized that the preservice teachers were helpful:

She walked around helping students when they asked questions. She asked about different students. She talks with them and they tell her about themselves. She helps individual students. She taught a spelling lesson and was willing to teach anything asked of her. She checked students' work and tried to help them.

She helped students with their word seeking, sought out struggling students and those doing a nice job. She promotes fairness as much as she can. She was consistent with one-on-one help.

Some comments were recommendations on what the preservice teachers should improve.

[She] seems to care about the students but was a little timid.

She was trying to learn about the students, but did not set a great deal of contact with the students. Need work on explaining some ideas to the students.

Listens to the students, but needs to allow more time for student response.

She seemed uncomfortable with the material and didn't come across clear verbally.

The narrative comments gave possibility of individualized guidance, but the Praxis III and the CTCC checklist made the process of assessment more objective. It seems necessary to use both methods—checklists and narrative comments.

Discussion

Because it was the first attempt to apply this type of procedure, the important factor was to verify which approach the cooperating teachers preferred. It was important to know which components and characteristics were already developed in preservice teachers and which they must work on further.

A majority of the cooperating teachers used the Praxis approach with narrative comments. It seems that they were familiar with Praxis III but wanted to compensate the checklist with more personal comments. Their answers and terminology demonstrated that they contemplated on the caring characteristics defined in our assessment tools.

They were pleased with caring characteristics developed in first-year candidates and gave recommendations for the refinement of their caring dispositions. For example, in relation to knowing children, one said, "She asked questions about students, backgrounds and abilities. She talks with them, and they tell her about themselves." Regarding patience and courage, one said, "She has worked very patiently and very well with several students who have great difficulty counting money." Some of their comments stressed the preservice teachers' positive rapport with children: "Treated students with fairness. She talks with them, and they tell her about themselves. She helps individual students."

Others commented on the preservice teachers' methods of teaching: "She was able to assist students and to try various methods to keep teaching until understanding occurred." The cooperating teachers also gave some advice: "When asked to speak louder, she worked it out; listens to the students but needs to allow more time for student response."

Many cooperating teachers associated caring with helping students and giving them attention. This attitude is congruent with Noddings's statement (1991): "Attention is central in the caring orientation to moral life. To do the work of attentive love requires practice" (p. 165).

The approach of discussing caring before the preservice teachers went to practicum and after seeing their cooperating teachers' comments, followed by another discussion, I think helped candidates to reflect on their caring dispositions, and it provided them with direction. Even with the limited number of surveys returned to the university, there is hope that the teachers that went through the workshop on caring gave some thought to it. One positive was to see that many caring characteristics have been developed in preservice teachers. The candidates are modeling caring by encouraging students to learn; they are monitoring students' understanding and giving them feedback. They are able to establish rapport with students. Because they are just first-year students, they struggle with communicating objectives of the lessons and making content comprehensible to the students. However, they know that they must reflect on their teaching, and they must learn how to practice reflecting.

Recommendations

This process of developing caring should continue through the teacher program. First, the faculty should model dialoguing, practice and confirm caring, and demonstrate the characteristics desired from the candidates. One of the suggestions that I find useful in my teaching is to conduct a discussion about caring incidents and scenarios using blackboard discussion. Many of my assignments are related to reading and discussing books such as Paley's *The Kindness of Children* (2000) and Coles's *The Moral Life of Children* (1986). When I teach courses on foundations to early childhood, I ask the candidates to develop lesson plans aimed at teaching sharing, caring, respect, and so on. These are also taught during their practicum.

An ideal would be to organize this process of developing caring dispositions in preservice teachers into stages. For example, in the introductory stage, candidates model and dialogue caring through preK–12 students, their colleagues, cooperating teachers, and professors (Noddings, 1992; Perkins, 1997); during the emergent stage, candidates practice caring in the college classroom and through the practicum at school (Noddings, 1992); and at the proficient stage, candidates confirm their caring by demonstrating the eight caring characteristics (Buber, 1965).

The candidates should practice their caring during their practicum because, according to Noddings (1992), caring practice can transform school and society. They should, if possible, teach a little unit on caring because continuity is requested in teaching caring. They should also care for their friends and professors, parents, and all the people with whom they are in touch, even if it is hard to evaluate it formally; that is, we connect to one another, and dialogue helps to maintain caring relations. It provides us with the knowledge of one another that forms a foundation for response in caring (Noddings, 1992). Each year, seniors leaving college should be asked questions helping them to reflect on the program's strength and weaknesses and their own caring dispositions.

This project should be repeated with the bigger sample of preservice teachers and continue as a process through the whole study period.

Addendum

Since the writing of this article, this research project has been repeated on a larger scale at John Carroll University, with similar results. The tool for assessment Caring Teachers' Components and Characteristics has also been used in Alaska and Indiana, but the results are not yet known. **TEP**

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Appendix A: Operating Definitions

Caring Components

Note: Based on Noddings (1992).

1. In the modeling stage, candidates should show understanding of caring and they must operate on or with model. Also, according to Perkins (1997), "a mental model is not enough for understanding simply because does not do anything by itself. For performances that show understanding, a person must operate on or with the model" (p. 47).
2. In the dialogue stage, we connect to each other and dialogue helps to maintain caring relations, provides us with the knowledge of each other that forms a foundation for response in caring. The important are open-ended discussion (Noddings, 1992).
3. In the practice stage, attitudes and mentalities are shaped by experience. We are shaping minds of our students. Practice in caring should transform schools, and eventually, the society in which we live (Noddings, 1992).
4. In the confirmation stage, according to Buber (1965), as quoted by Noddings (1992), "confirmation is an act of affirming and encouraging the best in others" (p. 25). Confirmation cannot be done by formula. A relation of trust must ground it. Continuity is requested in teaching caring.

Definition of Caring Characteristics

Note: Based on Mayeroff (1971).

Knowing: Understanding the other's needs and being able to respond properly to them. Knowing—others and our powers and limitations. Caring includes explicit and implicit knowledge how to help another person grow,

Patience: Enable the other to grow in its own time and its own way.

Honesty: Integral to caring. Honest teachers are open to correction and try to learn from mistakes. They see the other as it is and not as they would like to be or feel it must be.

Trust: the teacher trusts his/her students to find their ways in pursuing their own projects. Trust her/his ability to provide a climate friendly to learning, and to learn from student s' reactions what works and what does not.

Humility: Continuity learns about others. Caring teacher is humble, ready to learn more about the others and him and what caring involves. Is not humiliated to learn from any sources including owns mistakes. Caring teachers take pride in a job well done.

Hope: Caring teachers hope that others will grow (will realize them) through his/her caring.

Courage: Has courage to go into the unknown.

Alternative rhythms: A caring teacher tries to explain some idea to a student, looks to see whether or not she/he has succeeded, and if not, tries again in some other way.

Appendix B: Caring Teachers' Components and Characteristics

Date:
 Candidate's name:
 College year:
 Cooperating teacher's name:
 College advisor's name:

Caring Components and Characteristics ^a	Pathwise Domains	Check When Observed	Comments and Examples ^b
Component			
<i>Modeling:</i> In the modeling stage, candidates should show understanding of caring, and they must operate on or with model. According to Perkins (1997), "a mental model is not enough for understanding simply because does not do anything by itself. For performances that show understanding, a person must operate on or with the model" (p. 47).			
Characteristics			
<i>Knowing recipient:</i> Understands the other's needs and is able to respond properly to them. Knowing of others and our powers and limitations. Caring includes explicit and implicit knowledge of how to help another person to grow.	A1 B1 C1 C4 D1		
<i>Patience:</i> Enables the other to grow in own time and own way.	A1 B1 C3		
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<i>Honest:</i> Integral to caring. Honest teachers are opened to correction and try to learn from mistakes. They see the other as one is and not as they would like one to be or feel one must be.	D1 D2 B2		
<i>Trust:</i> The teacher trusts his or her students to find their ways in pursuing their own projects. Also trusts his or her ability to provide a climate friendly to learning and to learn from students' reactions of what works and what does not.	B3 B5 C3 C4		
<i>Humility:</i> Continuously learns about others. Caring teacher is humble, ready to learn more about the others, and what caring involves. Is not pretending. Is not humiliated to learn from any sources, including own mistakes. The caring teacher takes pride in job well done.	B1 C4 D1 D2 C4		
<i>Hope:</i> The caring teacher hopes that the others will grow (will realize themselves) through his or her caring.	C4		
<i>Courage:</i> Has courage to go into the unknown.	C2 C3		
<i>Alternative rhythms:</i> The caring teacher tries to explain some idea to a student, looks to see whether she or he has succeeded, and if not, tries again in some other way.	C2 C4 C5 D1		

(continued)

Caring Components and Characteristics ^a	Pathwise Domains	Check When Observed	Comments and Examples ^b
Component			
<i>Dialogue:</i> In the dialogue, we connect to each other. Dialogue helps to maintain caring relations; it provides us with the knowledge of each other, which forms a foundation for response in caring. The most important is open-ended discussion.			
Characteristics			
<i>Knowing recipient:</i> Understands the other's needs and is able to respond properly to them. Knowing of others and our powers and limitations. Caring includes explicit and implicit knowledge of how to help another person to grow.	A1 B1 C1 C4 D1		
<i>Patience:</i> Enables the other to grow in own time and own way.	A1 B1 C3		
<i>Honest:</i> Integral to caring. Honest teachers are opened to correction and try to learn from mistakes. They see the other as one is and not as they would like one to be or feel one must be.	D1 D2 B2		
<i>Trust:</i> The teacher trusts his or her students to find their ways in pursuing their own projects. Also trusts his or her ability to provide a climate friendly to learning and to learn from students' reactions of what works and what does not.	B3 B5 C3 C4		
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<i>Humility:</i> Continuously learns about others. Caring teacher is humble, ready to learn more about the others, and what caring involves. Is not pretending. Is not humiliated to learn from any sources, including own mistakes. The caring teacher takes pride in job well done.	B1 C4 D1 D2		
<i>Hope:</i> The caring teacher hopes that the others will grow (will realize themselves) through his or her caring.	C4		
<i>Courage:</i> Has courage to go into the unknown.	C2 C3		
<i>Alternative rhythms:</i> The caring teacher tries to explain some idea to a student, looks to see whether she or he has succeeded, and if not, tries again in some other way.	C2 C4 C5 D1		
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Component			
<i>Practice:</i> In the practice, attitudes and mentalities are shaped by experience. We are shaping the minds of our students. Practice in caring should transform schools and, eventually, the society in which we live.			
Characteristics			
<i>Knowing recipient:</i> Understands the other's needs and is able to respond properly to them. Knowing of others and our powers and limitations. Caring includes explicit and implicit knowledge of how to help another person to grow.	A1 B1 C1 C4 D1		

Caring Components and Characteristics ^a	Pathwise Domains	Check When Observed	Comments and Examples ^b
<i>Patience</i> : Enables the other to grow in own time and own way.	A1		
	B1		
	C3		
<i>Honest</i> : Integral to caring. Honest teachers are opened to correction and try to learn from mistakes. They see the other as one is and not as they would like one to be or feel one must be.	D1		
	D2		
	B2		
<i>Trust</i> : The teacher trusts his or her students to find their ways in pursuing their own projects. Also trusts his or her ability to provide a climate friendly to learning and to learn from students' reactions of what works and what does not.	B3		
	B5		
	C3		
	C4		
<i>Humility</i> : Continuously learns about others. Caring teacher is humble, ready to learn more about the others, and what caring involves. Is not pretending. Is not humiliated to learn from any sources, including own mistakes. The caring teacher takes pride in job well done.	B1		
	C4		
	D1		
Is not humiliated to learn from any sources, including own mistakes. The caring teacher takes pride in job well done.	D2		
<i>Hope</i> : The caring teacher hopes that the others will grow (will realize themselves) through his or her caring.	C4		
<i>Courage</i> : Has courage to go into the unknown.	C2		
	C3		

<i>Alternative rhythms</i> : The caring teacher tries to explain some idea to a student, looks to see whether she or he has succeeded, and if not, tries again in some other way.	C2		
	C4		
	C5		
	D1		

Component

Confirmation: In the confirmation, according to Buber (1965), as quoted by Noddings, "confirmation is an act of affirming and encouraging the best in others" (p. 25). Confirmation cannot be done by formula. A relation of trust must ground it. Continuity is requested in teaching caring. Confirmation of caring is assessed during preservice and student-teaching experiences, as observed through the different domains of Praxis III.

Characteristics

<i>Knowing recipient</i> : Understands the other's needs and is able to respond properly to them. Knowing of others and our powers and limitations. Caring includes explicit and implicit knowledge of how to help another person to grow.	A1		
	B1		
	C1		
	C4		
	D1		
<i>Patience</i> : Enables the other to grow in own time and own way.	A1		
	B1		
	C3		
<i>Honest</i> : Integral to caring. Honest teachers are opened to correction and try to learn from mistakes. They see the other as one is and not as they would like one to be or feel one must be.	D1		
	D2		
	B2		

Caring Components and Characteristics ^a	Pathwise Domains	Check When Observed	Comments and Examples ^b
<i>Trust</i> : The teacher trusts his or her students to find their ways in pursuing their own projects. Also trusts his or her ability to provide a climate friendly to learning and to learn from students' reactions of what works and what does not.	B3		
	B5		
	C3		
	C4		
<i>Humility</i> : Continuously learns about others. Caring teacher is humble, ready to learn more about the others, and what caring involves. Is not pretending. Is not humiliated to learn from any sources, including own mistakes. The caring teacher takes pride in job well done.	B1		
	C4		
	D1		
	D2		
<i>Hope</i> : The caring teacher hopes that the others will grow (will realize themselves) through his or her caring.	C4		
<i>Courage</i> : Has courage to go into the unknown.	C2		
	C3		
<i>Alternative rhythms</i> : The caring teacher tries to explain some idea to a student, looks to see whether she or he has succeeded, and if not, tries again in some other way.	C2		
	C4		
	C5		
	D1		

^aComponents based on Noddings (1991). Characteristics based on Mayeroff (1971).

^bPerformance based on 4 years of field experiences—beginning with spring semester of freshman year up to senior year of student teaching. Anecdotal notes from classroom (cooperating) teachers addressing the question “How has candidate demonstrated caring to preK–12 students through these four components/eight characteristics, and in what areas do you recommend a need for further development?”

Appendix C: Developing a Caring Attitude— Reflective Assignment

Based on Nowak-Fabrykowski and Caldwell (2000).

Did you experience caring? Who was your primary caregiver, secondary?

Did you take care of someone? Describe your experience.

Are you experiencing (receiving) caring now?

What do you think are the best ways of showing that you care?

- a. in the classroom (as a teacher)
- b. as a colleague (with the teachers that you are working with)