### Teacher Education Proficiencies and Unit Dispositions

#### Proficiencies and Sub-proficiencies

**Critical Reflection and Explanation of Practice** The knowledge, skills, and propensity to reflect critically on one’s teaching in the face of current experience and in light of current theory and research, in order to learn about oneself and to enhance one’s practical theory base; and to develop, explain, and defend, in ways appropriate to various audiences, the reasoned and principled theories that guide one’s practice, expressly focusing on learning, learners, the curriculum, and teaching, among other matters.

1.1 Critically reflects on teaching practice and professional development  
1.2 Critically reflects on student learning  
1.3 Clearly explains purposes and approaches to various audiences  
1.4 Grounds reflections and explanations in current theory & research  
1.5 Grounds reflections and explanations in personal philosophy of teaching & learning

**Content Knowledge** The knowledge, skills, and propensity to develop one’s own understandings of subject-area content: that are accurate, meaningful, important, complex, and culturally relevant; that reflect appropriate attention to school and district curricula, and state and national standards; and that reflect in-depth understanding of current pedagogies in one’s area(s) of teaching, including attention to literacy development across the curriculum.

2.1 Demonstrates sound knowledge of content  
2.2 Understands and applies relevant national, state, and local standards  
2.3 Demonstrates understanding of how content in one's area can be most effectively presented to facilitate student learning  
2.4 Demonstrates understanding of and attention to literacy development across the curriculum

**Inclusive and Culturally Responsive Pedagogy** The knowledge, skills, and propensity to plan, implement, and adapt lessons that reflect clear objectives or purposes, meaningfully engage all learners, use appropriate instructional and assistive technologies, and sustain classroom and school environments in which learners of all backgrounds and abilities respect one another, cooperate in support of each other’s learning, and are motivated and accomplished in meeting high academic standards.

3.1 Plans lessons with clear purposes  
3.2 Plans and implements lessons to meaningfully engage all learners  
3.3 Plans and implements lessons to make effective use of technology  
3.4 Plans for and sustains respectful, cooperative, challenging, culturally responsive academic environments

**Assessment of Student Learning** The knowledge, skills, and propensity to use a variety of approaches to assess the learning of individuals and groups of learners, before, during and after instruction, and to use those assessments appropriately in adjusting and adapting curricula and instruction.

4.1 Understands and uses various ways to assess the learning of individuals and groups  
4.2 Assesses learning before, during, and after instruction  
4.3 Makes effective use of assessment data to plan for and adapt instruction for individuals with different needs and abilities  
4.4 Makes effective use of assessment data to plan instruction for groups and whole classes

**Professional Conduct and Collaboration** The knowledge, skills, and propensity to conduct oneself responsibly and to adhere to professional and ethical standards; to work collaboratively and respectfully with other teachers, specialists, parents and adults, in support of learners and the work of the school as a whole, advocating for children, and leading in one’s school and community.

5.1 Works collaboratively and respectfully with colleagues and school staff  
5.2 Works collaboratively and respectfully with parents and caregivers  
5.3 Advocates effectively for students  
5.4 Provides leadership in one's school and community

#### Unit Dispositions

**D1 Commitment to:** Understanding diversity in order to address social injustices and inequities related to race, class, gender, ethnicity, sexual orientation, language, religion, family, dis/ability, and so on.

**D2 Commitment to:** Enacting the belief that all children can learn and the commitment to ensuring their success.

**D3 Commitment to:** Engaging in personal and professional behaviors that promote self-growth, including intellectual curiosity, enthusiasm, reflection, and responsible behavior.

**D4 Commitment to:** Developing interpersonal behaviors that promote and foster collaborations with students, peers, university and school staff, parents, and community members.

**D5 Commitment to:** Demonstrating conduct and ethical behavior suitable to the profession, including the university, schools, and the community.