



CENTRAL
MICHIGAN UNIVERSITY

**Educator Preparation Programs (EPP)
Teacher Candidate Dispositions
Handbook**

UPDATED FEBRUARY 2024

Introduction to Dispositions in CMU’s Educator Preparation Programs

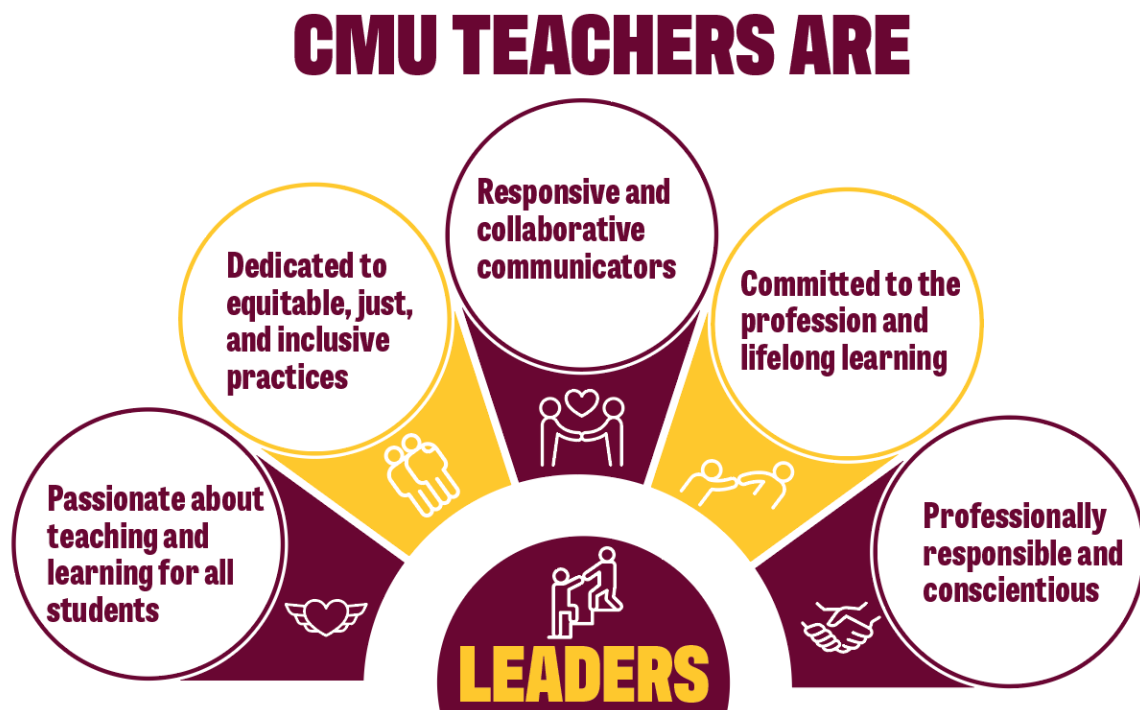
Professional dispositions address teacher candidates’ professional attitudes, values, and beliefs as consistently demonstrated to students, families, colleagues and community in the learning process and the teaching profession. The EPP at CMU seeks to create an atmosphere in which teacher candidates are not only taught the value of such dispositions, but also understand the necessity of living out these attitudes, values, and beliefs in all endeavors – professionally and personally – in order to maximize K-12 student learning and success as educators.

The inclusion of dispositions in CMU’s EPPs is not to determine whether a teacher candidate *can* enact a certain skill but whether they *will* enact the skill often, in a variety of contexts and situations, signaling the disposition to use intentional and specific skills which contribute to student success and educator effectiveness. Within the program, teacher candidates participate in self-assessment of the dispositions along with assessments during field placements with Cooperating Teachers (CTs).

This handbook outlines each of the dispositions with attitudes, values, and beliefs as well as behavior indicators. These outlines are intended to serve as a guide and are not meant to be all-inclusive. Additionally, while there are separate behavior indicators listed for CMU coursework context and clinical fieldwork context, the EPP recognizes that the sample behavior indicators will overlap between various contexts and will build as candidates gain more experiences throughout the program.

This commitment to dispositions helps foster the vision and mission of the EPP – transforming today’s teacher candidates into tomorrow’s educational leaders and innovative professionals by developing critically reflective, self-aware teachers committed to promoting equitable access to learning opportunities and positive educational outcomes for all learners.

As they aim to meet the unique needs of the students and teaching profession of today and tomorrow, the faculty and staff of the EPP candidates for a Bachelor of Science in Education to understand and uphold the dispositions outlined in this handbook.



PASSIONATE ABOUT TEACHING AND LEARNING FOR ALL STUDENTS

CMU’s teacher leaders possess a passion for their profession – promoting teaching and learning for all students. They develop strong content and create the necessary learning conditions for each student to meet their goals. CMU teacher leaders understand the importance of knowing their students and adjusting instruction to meet the needs of all students. They believe in the capacity of every student to grow and learn, understand that knowledge is not fixed and can be developed with effort, and maintain high expectations of learning for all.

The *attitudes, values, and beliefs* indicative of this disposition include but are not limited to:

- Passionate
- Student-centered
- Believing all students are capable of learning and achieving success
- Engaging
- Hope and optimism for students’ potential
- Empowering others
- Leading by example
- Valuing education
- Strategic
- Creativity and innovation
- Enthusiasm

The behavior indicators (*actions and words*) that demonstrate this disposition include but are not limited to:

In university coursework context...	In clinical fieldwork context...
<ul style="list-style-type: none"> ○ Displays enthusiasm about the teaching profession through an active interest in coursework and working with B-12 learners ○ Participates actively in one’s own education ○ Engages in constructive conversation with others about the profession ○ Promotes education in a positive manner ○ Empowers peers in group settings ○ Understands the value of an education and lifelong learning, taking in to account informal learning and on-the-job experiences ○ Respects areas of study/subjects/grade levels outside of one’s own 	<ul style="list-style-type: none"> ○ Utilizes knowledge of student strengths, challenges, interests, and background knowledge to develop instruction ○ Actively gathers information about students, understands what type of data is most valuable, and effectively applies what is learned about students ○ Respects learners’ differing strengths and needs, and uses this information to further each learner’s development ○ Believes that all learners can achieve at high levels and persists in helping each learner reach their full potential ○ Values and incorporates learners’ beliefs, ideas, interests and opinions in the planning process ○ Empowers learners’ engagement by including them in decision-making processes ○ Takes responsibility for aligning instruction and assessment with learning goals ○ Engages learners actively in the learning process through creative lessons ○ Expects success of all students, despite past experiences ○ Believes in the ability of all students to learn and to make meaningful contributions to the learning of others

DEDICATED TO EQUITABLE, JUST, AND INCLUSIVE PRACTICES

CMU’s teacher leaders understand their role in creating and promoting equitable, just, and inclusive spaces, in and out of the classroom. They promote positive change and encourage students to seek ways to make their world a better place for all. They thoughtfully make equitable decisions and ensure all learners have what they need to be successful and meet their goals. CMU teacher leaders harness the value of diversity, creating environments where all students participate and benefit, celebrating differences and building upon their students’ unique and varying identities as resources for learning.

The *attitudes, values, and beliefs* indicative of this disposition include but are not limited to:

- Fairness and equity
- Open-mindedness
- Learning from diverse perspectives
- Advocacy
- Embracing diversity
- Inclusive
- Accepting
- Empathy
- Maintaining high expectations for all learners
- Culturally responsive
- Establishing safety

The behavior indicators (*actions and words*) that demonstrate this disposition include but are not limited to:

In university coursework context...	In clinical fieldwork context...
<ul style="list-style-type: none"> ○ Acknowledges the role of privilege and oppression in the United States, with specific knowledge of educational systems of oppression ○ Engages in individual reflection, examining for personal bias and understanding the role of implicit bias ○ Understands various ways in which human beings are diverse including race, ethnicity, gender identity, ability, sexual orientation, religion, beliefs, socioeconomic status, etc. ○ Develops an understanding of issues of social justice, equity and inclusion as they relate to education ○ Participates in class dialogue and actively listens to other’s ideas, thoughts, and beliefs ○ Develops an awareness of global, national, and local events and issues for impact on students in the classroom ○ Establishes respect with peers ○ Maintains a culture of acceptance and belonging with instructor and classmates ○ Has constructive conversations and seeks to understand other perspectives, even in disagreement ○ Views diversity as a strength and something to be valued and sought out ○ Can identify specific instances of inequities commonly found in schools and classrooms, with a focus on making plans to address/disrupt those inequities 	<ul style="list-style-type: none"> ○ Engages in culturally responsive teaching for all students ○ Accounts for and is inclusive of neurodiversity in student abilities ○ Implements norms and routines for classroom work and discourse ○ Builds a community and learning environment appropriate to diverse needs of all learners ○ Selects materials and resources that draw upon various elements of diversity to facilitate learning, including curricular materials that are historically accurate, reasonably free of bias, examples that represent a multitude of voices and perspectives from diverse identities ○ Notices the instructional needs of learners and differentiates as appropriate ○ Provides students with various perspectives and lenses of understanding ○ Draws upon student’s experiences within lessons ○ Provides materials (such as bulletin boards, classroom resources, library books, etc.) for diverse needs, cultures and languages ○ Recognizes students’ prior knowledge, unique life experiences and interests as the context for learning ○ Maintains equitable and just behavioral expectations for all students ○ Acknowledges and understands human diversity and takes this information into account when making instructional decisions

RESPONSIVE AND COLLABORATIVE COMMUNICATORS

CMU’s teacher leaders are positive and collaborative communicators, effectively conveying messages and building rapport with others to lead to maximum learning outcomes. They understand that strong, positive interpersonal communication skills and collaborating with stakeholders provides for the valuable connections needed to help all students succeed. They are effective in conveying the messages they wish to communicate to others through a variety of methods and are purposeful in which methods they use. They seek to find ways to connect with others by “meeting them where they are” and maintain warmth, respect, and rapport as key elements of human interaction.

The *attitudes, values, and beliefs* indicative of this disposition include but are not limited to:

- Responsive
- Collaborative
- Optimistic
- Sensitive to needs of others
- Appropriately humorous
- Purposeful
- Composure under stress
- Active listening
- Warm, caring and kind
- Open body language
- Clear
- Respectful

The behavior indicators (*actions and words*) that demonstrate this disposition include but are not limited to:

In university coursework context...	In clinical fieldwork context...
<ul style="list-style-type: none"> ○ Communicates professionally and thoughtfully with others in all formats ○ E-mail communications include a greeting, signature, and professional language ○ Establishes rapport with faculty, staff, and peers ○ Maintains awareness and understanding of one’s emotions and regulates appropriately ○ Responds to challenging situations with composure and willingness to consider different perspectives ○ Actively listens to others when they are speaking ○ Avoids interrupting others and monitors talk-time to ensure all voices are heard ○ Effectively manages conflict with peers ○ Demonstrates effort to communicate clearly and confidently ○ Maintains awareness of others and their needs ○ Uses open body language that conveys respect and attentiveness ○ Responds to communications within 24-48 hours 	<ul style="list-style-type: none"> ○ Interacts positively with students, parents/families, colleagues, and school/university personnel ○ Carefully delivers instructions and expectations to students ○ Purposefully builds rapport with all students and takes professionally-appropriate interest in them as people ○ Appropriately utilizes humor ○ Collaborates with families and creates open channels of communication about student growth and learning ○ Conveys respect and attentiveness both verbally and non-verbally ○ Stays composed and professional in stressful situations ○ Responds professionally to disagreements with colleagues, drawing in support from CMU staff when necessary ○ Utilizes inclusive and respectful language when talking about or to students and families (i.e. “family” instead of “mom and dad,” “learners” instead of “you guys,” etc.)

COMMITTED TO THE PROFESSION AND LIFELONG LEARNING

CMU's teacher leaders understand that learning is a lifelong endeavor and are constantly engaging in learning and developing their own skills as educators and people in order to advance the learning of students. They think critically and engage in deep reflection to further their own education and professional growth. They believe in the power of education and live out that value, understanding that knowledge is not fixed but is ever-changing, growing and evolving. CMU teacher leaders seek out ways to learn more, not because they have to, but because they believe in the value of education.

The *attitudes, values, and beliefs* indicative of this disposition include but are not limited to:

- Critical thinking
- Flexibility
- Problem-solving
- Taking initiative
- Reflection
- Curiosity
- Analytical
- Engaged
- Perseverance
- Lifelong learning
- Accountability
- Focused

The behavior indicators (*actions and words*) that demonstrate this disposition include but are not limited to:

In university coursework context...	In clinical fieldwork context...
<ul style="list-style-type: none"> ○ Utilizes appropriate problem-solving strategies such as seeking support ○ Engages in professional inquiry and conversation ○ Participates in student organizations related to education ○ Where possible, attends professional development activities related to both content area and the education profession as a whole ○ Engages in critical thinking and analysis ○ Reads professional literature ○ Participates in ongoing, realistic self-assessment and reflection ○ Takes initiative on projects ○ Contributes to collaborative efforts and leading or taking other roles as appropriate ○ Creates connections across coursework 	<ul style="list-style-type: none"> ○ Actively seeks feedback and opportunities to adjust and revise practice ○ Responds to mistakes appropriately and engages in action-oriented behavior ○ Uses evidence-based approaches to inform practice ○ Persists in the face of challenge and seeks outside resources for support ○ Stays current with educational technologies to aid in student learning and engagement ○ Adjusts behaviors and practice based on external feedback and self-assessment ○ Implements theory into practice ○ Embraces change and challenge with a spirit of problem-solving ○ Utilizes effective decision-making skills ○ Critically reflects upon, analyzes, and self-evaluates with the explicit intent of improving one's instructional practices

PROFESSIONALLY RESPONSIBLE AND CONSCIENTIOUS

CMU’s teacher leaders consistently act with integrity, honesty, and responsibility. They understand the influence teachers have on students and that teachers must serve as positive role models, so they maintain the utmost professionalism in all that they do. Teacher leaders are accountable to their work, actions, and behaviors and act responsibly to complete tasks and meet deadlines. They arrive on-time and prepared to their commitments.

The *attitudes, values, and beliefs* indicative of this disposition include but are not limited to:

- Positive role model
- Integrity
- Trustworthiness
- Responsible
- Dedication
- Maintaining professional boundaries
- Sound judgment
- Punctuality
- Highly committed
- Takes appropriate action
- Accountable

The behavior indicators (*actions and words*) that demonstrate this disposition include but are not limited to:

In university coursework context...	In clinical fieldwork context...
<ul style="list-style-type: none"> ○ Adheres to all requirements pertaining to academic honesty and integrity ○ Maintains attendance and punctuality ○ Communicates to faculty when missing class is unavoidable ○ Accepts accountability for one’s actions and behaviors ○ Dedicates appropriate time and energy to coursework and requirements of program ○ Behaves with integrity ○ Submits work on time or communicates with faculty to determine appropriate accommodations, as needed ○ Advocates for self appropriately and professionally ○ Completes assignments as outlined in the course syllabus 	<ul style="list-style-type: none"> ○ Adheres to the State of Michigan Code of Ethics and content/grade-level specific Code(s) of Ethics, in addition to local, federal and state laws and policies ○ Applies ethical, legal, and policy standards to making effective professional decisions ○ Follows policies set by Office of Educator Preparation Programs ○ Establishes and maintains appropriate professional boundaries with students and families ○ Communicates with students through professional channels and never uses personal methods such as social media, texting, personal email accounts, etc. ○ Maintains professional appearance and hygiene ○ Maintains confidentiality of student records and school/personnel concerns ○ Reacts appropriately to professional feedback by making necessary changes ○ Arrives on time ○ Takes action on problems quickly and thoughtfully ○ Manages requirements and meets deadlines

Academic Integrity/ Academic Dishonesty

Any dispositional concerns regarding academic integrity and/or academic dishonesty, must be addressed following the CMU [Academic Integrity Policy \(22, 04-05\).pdf](#). The Educator Preparation Program will not supersede the university policies.

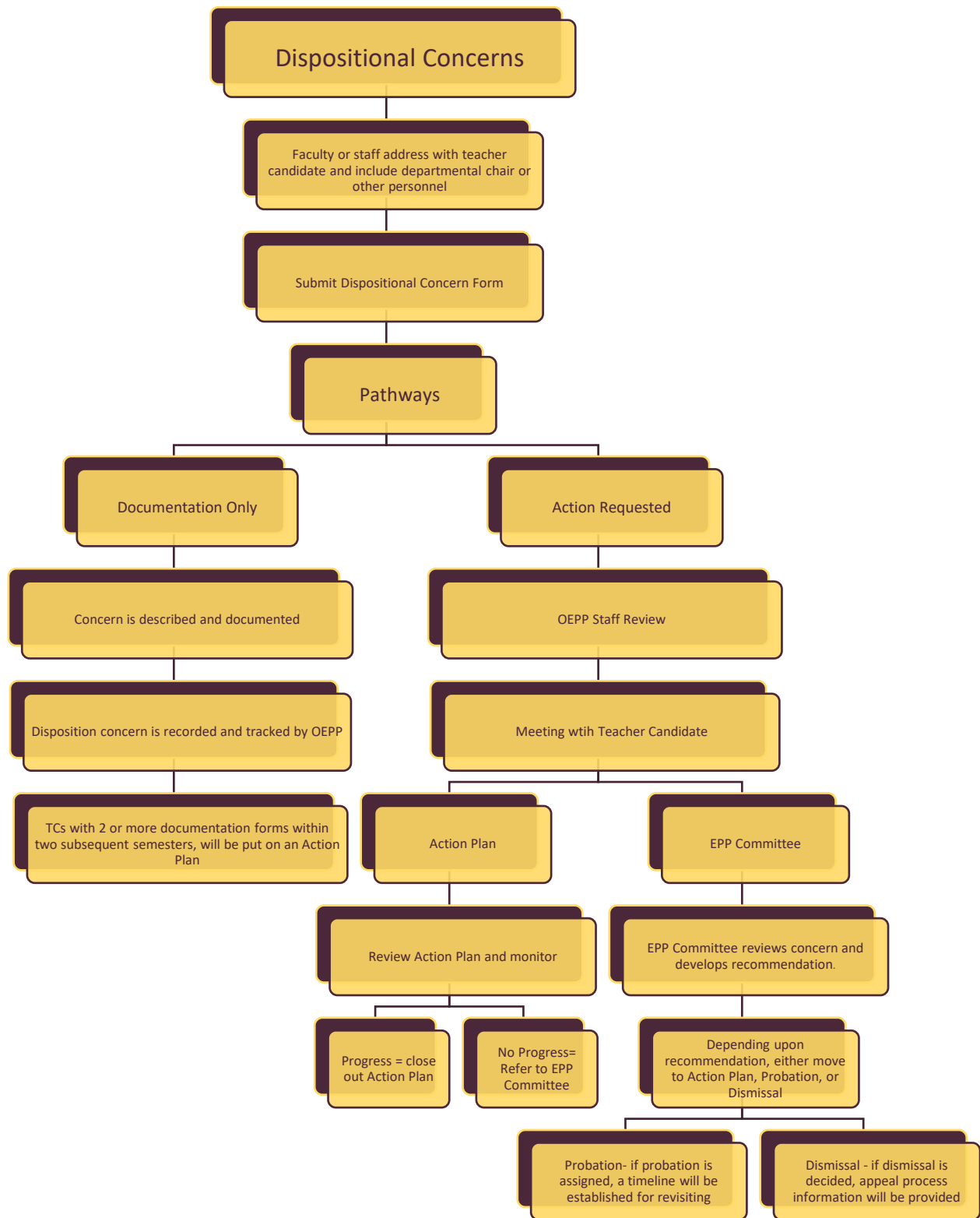
Alignment with InTASC Standards, Core Teaching Practices, and NACE Career-Readiness Competencies

CMU Disposition	InTASC Standards	Core Teaching Practices	NACE Career-Readiness Competencies
<p>Passionate about teaching and learning for all students</p>	<p>Standard 1, Standard 2, Standard 3, Standard 4, Standard 5, Standard 6, Standard 7, Standard 8, Standard 9, Standard 10</p>	<p>CTP 1, 2, 7, 12, 13</p>	<p>Critical Thinking/Problem-Solving</p>
<p>Dedicated to equitable, just, and inclusive practices</p>	<p>Standard 1, Standard 2, Standard 3, Standard 5, Standard 6, Standard 7</p>	<p>3, 4, 8, 9, 10, 11, 12</p>	<p>Global/Intercultural Fluency</p>
<p>Responsive and collaborative communicators</p>	<p>Standard 3, Standard 10</p>	<p>1, 3, 5, 7, 8, 10, 11, 18</p>	<p>Oral/Written Communications Teamwork/Collaboration Leadership</p>
<p>Committed to the profession and lifelong learning</p>	<p>Standard 6, Standard 9, Standard 10</p>	<p>6, 19</p>	<p>Critical Thinking/Problem-Solving Digital Technology Career Management</p>

Professionally responsible and conscientious	Standard 9	14, 15, 16, 17, 18	Professionalism/Work Ethic
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Dispositional Concern Process

All teacher candidates are expected to uphold the professional dispositions as outlined. In instances where it is observed that a candidate does not adhere to the EPP's outlined professional dispositions, the following process will take place.



ACTION PLAN TEMPLATE

Teacher candidate: _____ ID# _____ Conference date: _____
 EPP Representative(s): _____ Date of EPP Committee Review: _____

Identify areas of concern:

Passionate about teaching and learning for all students	<input type="checkbox"/>	Dedicated to equitable, just, and inclusive practices	<input type="checkbox"/>
Responsive and collaborative communicators Ethical	<input type="checkbox"/>	Committed to the profession and lifelong learning	<input type="checkbox"/>
Professionally responsible and conscientious	<input type="checkbox"/>		

Statement of Concern:

Goal for improvement:

Measure of success: *What evidence will indicate successful achievement of this goal?*

Action Steps:	By when:	Review date:	Completed:

ACTION PLAN TEMPLATE (continued)

Additional comments:

Additional Information/Summary of Prior Meetings:

I understand my rights and responsibilities as it pertains to CMU's teacher candidate dispositions and understand that failure to meet the stated goals may result in disciplinary action and/or removal from the program.

(Teacher Candidate signature) Date: _____

(EPP Representative signature) Date: _____

(EPP Representative signature) Date: _____

(EPP Director signature) Date: _____

Candidate Rights

In relation to concerns of dispositions, teacher candidates have the following rights:

- Candidate proceeds through dispositional concern process as outlined.
- Candidate is notified in writing (letter or e-mail) of concern.
- Candidate is given the opportunity to respond to the concern to a designated representative.
- Candidate is provided a copy of the written action plan when applicable.
- Candidate may continue taking coursework while disposition decision is pending; however, a candidate may be excluded from field experiences during this time.
- Candidate is notified in writing (letter or e-mail) if dispositional violation warrants dismissal from the program.
- Candidate is given the opportunity to appeal decisions made in relation to professional dispositions.

Serious Dispositional Violations

In certain cases, some dispositional violations may require immediate removal of the candidate from working with PK-12 learners or engaging in the teacher candidate program. These include, but are not limited to:

- Child abuse and/or neglect
- Inappropriate relationships with students
- Failing to report legal issues to the OEPP
- Violating CMU policies for working with minors or misrepresenting information on a background verification
- Failure to follow partnership/ educational organization policies for ethical behavior of educators
- Disclosing and/or sharing student information as protected by FERPA or district policies

Appendix A

InTASC Standards

I. The Learner and Learning

- **Standard 1: Learner Development**—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard 2: Learning Differences**—The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard 3: Learning Environments**—The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

II. Content

- **Standard 4: Content Knowledge**—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard 5: Application of Content**—The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

III. Instructional Practice

- **Standard 6: Assessment**—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard 7: Planning for Instruction**—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard 8: Instructional Strategies**—The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

IV. Professional Responsibility

- **Standard 9: Professional Learning and Ethical Practice**—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard 10: Leadership and Collaboration**—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Appendix B

Core Teaching Practices

- 1. Leading a group discussion.** In a group discussion, the teacher and all of the students work on specific content together, using one another's ideas as resources. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice listening, speaking, and interpreting. The teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others' contributions.
- 2. Explaining and modeling content, practices, and strategies.** Explaining and modeling are practices for making a wide variety of content, academic practices, and strategies explicit to students. Depending on the topic and the instructional purpose, teachers might rely on simple verbal explanations, sometimes with accompanying examples or representations. In teaching more complex academic practices and strategies, such as an algorithm for carrying out a mathematical operation or the use of metacognition to improve reading comprehension, teachers might choose a more elaborate kind of explanation that we are calling "modeling." Modeling includes verbal explanation, but also thinking aloud and demonstrating.
- 3. Eliciting and interpreting individual students' thinking.** Teachers pose questions or tasks that provoke or allow students to share their thinking about specific academic content in order to evaluate student understanding, guide instructional decisions, and surface ideas that will benefit other students. To do this effectively, a teacher draws out a student's thinking through carefully chosen questions and tasks and considers and checks alternative interpretations of the student's ideas and methods.
- 4. Diagnosing particular common patterns of student thinking and development in a subject-matter domain.** Although there are important individual and cultural differences among students, there are also common patterns in the ways in which students think about and develop understanding and skill in relation to particular topics and problems. Teachers who are familiar with common patterns of student thinking and development and who are fluent in anticipating or identifying them are able to work more effectively and efficiently as they plan and implement instruction and evaluate student learning.
- 5. Implementing norms and routines for classroom discourse and work.** Each discipline has norms and routines that reflect the ways in which people in the field construct and share knowledge. These norms and routines vary across subjects but often include establishing hypotheses, providing evidence for claims, and showing one's thinking in detail. Teaching students what they are, why they are important, and how to use them is crucial to building understanding and capability in a given subject. Teachers may use explicit explanation, modeling, and repeated practice to do this.
- 6. Coordinating and adjusting instruction during a lesson.** Teachers must take care to coordinate and adjust instruction during a lesson in order to maintain coherence, ensure that the lesson is responsive to students' needs, and use time efficiently. This includes explicitly connecting parts of the lesson, managing transitions carefully, and making changes to the plan in response to student progress.
- 7. Specifying and reinforcing productive student behavior.** Clear expectations for student behavior and careful work on the teacher's part to teach productive behavior to students, reward it, and strategically redirect off-task behavior help create classrooms that are productive learning environments for all. This practice includes not only skills for laying out classroom rules and managing truly disruptive behavior, but for recognizing the many ways that children might act when they actually are engaged and for teaching students how to interact with each other and the teacher while in class.
- 8. Implementing organizational routines.** Teachers implement routine ways of carrying out classroom tasks in order to maximize the time available for learning and minimize disruptions and distractions. They organize time, space, materials, and students strategically and deliberately teach students how to complete tasks such as lining up at the door, passing out papers, and asking to participate in class discussion. This can include demonstrating and rehearsing routines and maintaining them consistently.

- 9. Setting up and managing small group work.** Teachers use small group work when instructional goals call for in-depth interaction among students and in order to teach students to work collaboratively. To use groups effectively, teachers choose tasks that require and foster collaborative work, issue clear directions that permit groups to work semi-independently, and implement mechanisms for holding students accountable for both collective and individual learning. They use their own time strategically, deliberately choosing which groups to work with, when, and on what.
- 10. Building respectful relationships with students.** Teachers increase the likelihood that students will engage and persist in school when they establish positive, individual relationships with them. Techniques for doing this include greeting students positively every day, having frequent, brief, “check in” conversations with students to demonstrate care and interest, and following up with students who are experiencing difficult or special personal situations.
- 11. Talking about a student with parents or other caregivers.** Regular communication between teachers and parents/guardians supports student learning. Teachers communicate with parents to provide information about students’ academic progress, behavior, or development; to seek information and help; and to request parental involvement in school. These communications may take place in person, in writing, or over the phone. Productive communications are attentive to considerations of language and culture and designed to support parents and guardians in fostering their child’s success in and out of school.
- 12. Learning about students’ cultural, religious, family, intellectual, and personal experiences and resources for use in instruction.** Teachers must actively learn about their particular students in order to design instruction that will meet their needs. This includes being deliberate about trying to understand the cultural norms for communicating and collaborating that prevail in particular communities, how certain cultural and religious views affect what is considered appropriate in school, and the topics and issues that interest individual students and groups of students. It also means keeping track of what is happening in students’ personal lives so as to be able to respond appropriately when an out-of-school experience affects what is happening in school.
- 13. Setting long- and short-term learning goals for students.** Clear goals referenced to external standards help teachers ensure that all students learn expected content. Explicit goals help teachers to maintain coherent, purposeful, and equitable instruction over time. Setting effective goals involves analysis of student knowledge and skills in relation to established standards and careful efforts to establish and sequence interim benchmarks that will help ensure steady progress toward larger goals.
- 14. Designing single lessons and sequences of lessons.** Carefully sequenced lessons help students develop deep understanding of content and sophisticated skills and practices. Teachers design and sequence lessons with an eye toward providing opportunities for student inquiry and discovery and include opportunities for students to practice and master foundational concepts and skills before moving on to more advanced ones. Effectively sequenced lessons maintain a coherent focus while keeping students engaged; they also help students achieve appreciation of what they have learned.
- 15. Checking student understanding during and at the conclusion of lessons.** Teachers use a variety of informal but deliberate methods to assess what students are learning during and between lessons. These frequent checks provide information about students’ current level of competence and help the teacher adjust instruction during a single lesson or from one lesson to the next. They may include, for example, simple questioning, short performance tasks, or journal or notebook entries.
- 16. Selecting and designing formal assessments of student learning.** Effective summative assessments provide teachers with rich information about what students have learned and where they are struggling in relation to specific learning goals. In composing and selecting assessments, teachers consider validity, fairness, and efficiency. Effective summative assessments provide both students and teachers with useful information and help teachers evaluate and design further instruction.
- 17. Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments.** Student work is the most important source of information about the effectiveness of instruction. Teachers must analyze student productions, including assessments of all kinds, looking for patterns that will guide their efforts to assist specific students and the class as a whole and inform future instruction.

18. Providing oral and written feedback to students.

Effective feedback helps focus students' attention on specific qualities of their work; it highlights areas needing improvement; and delineates ways to improve. Good feedback is specific, not overwhelming in scope, and focused on the academic task, and supports students' perceptions of their own capability. Giving skillful feedback requires the teacher to make strategic choices about the frequency, method, and content of feedback and to communicate in ways that are understandable by students.

19. Analyzing instruction for the purpose of improving it. Learning to teach is an ongoing process that requires regular analysis of instruction and its effectiveness. Teachers study their own teaching and that of their colleagues in order to improve their understanding of the complex interactions between teachers, students, and content and of the impact of particular instructional approaches. Analyzing instruction may take place individually or collectively and involves identifying salient features of the instruction and making reasoned hypotheses for how to improve.

Appendix C

NACE Career-Readiness Competencies

- **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
- **Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure and can negotiate and manage conflict.
- **Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.
- **Leadership:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
- **Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.
- **Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.