### I. Teacher Dispositions
1. Demonstrate the values, attitudes, and dispositions consistent with those expected of a professional educator.
2. Demonstrate a level of integrity and respect that honors the dignity of self, others, and the education profession.
3. Know, and at all times act, in accordance with professional, ethical, and legal standards as defined in all relevant guidelines, policies, and statutes, including FERPA, COPPA, and other applicable federal laws.
4. Speak and act in a manner that reflects genuine concern for the safety and well-being of self and of all members of the educational context in which he/she/they work.
5. Demonstrate an eagerness to acquire, understand, and consider the cultural backgrounds and contexts of individual learners, the classroom, the school, and the greater community, and use this information to adapt and differentiate instruction that meets the needs of all learners.

### II. Planning & Instruction
1. Develop, at minimum, entry-level competence in the full range of teaching skills and functions of a classroom teacher.
2. Demonstrate increasing degrees of competence in planning lessons and instruction aligned with appropriate standards and with learners' developmental levels, skills, and strengths.
3. Demonstrate increasing degrees of competence in implementing engaging flexible lessons that encourage maximum learning.
4. Present subject matter content accurately and in ways that demonstrate an understanding of the major concepts, discipline-specific vocabulary, conceptual structure, and processes of inquiry specific to the discipline.
5. Increase his/her/their understanding of common learner misconceptions in the subject being taught and demonstrate effective approaches to both assess and guide learners to accurate understanding.
6. Make informed and purposeful choices to integrate technology in significant and effective ways to improve communication and learning.

### III. Professionalism
1. Communicate, collaborate, and consult with teachers, students, administrators, parents, and other stakeholders within the clinical teaching context in ways that demonstrate respect, professionalism, and promote positive improvement for all.
2. Use the expected conventions of professional communication in all verbal, written and digital contexts.
3. Seek out, be receptive to, and respond to substantive feedback from all program faculty.
4. Display a commitment to and engage in ongoing reflection and self-assessment of his/her/their current teaching practice for the purpose of continuous improvement.

### IV. Assessment & Technology Use
1. Demonstrate an awareness of and an increasing ability over time to select and use instructional methods and strategies that respond to content demands and learners' needs.
2. Select, create (as needed), and apply assessment strategies and tools in ways that indicate understanding of the role of both formative and summative assessment in informing the Learning Cycle.
3. Use information and data from assessments to inform and adapt instruction.