<table>
<thead>
<tr>
<th>Disposition</th>
<th>Novice Expectations</th>
<th>Emerging Competency and Competent Expectations</th>
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</thead>
</table>
| Belief that all students can learn | - Understands that teacher’s expectations impact learning.  
- Aware of effects of stereotyping and generalizing.  
- Understands that people learn in many different ways. | - Avoids stereotyping and generalizing.  
- Uses language that indicates expectations of growth for all learners.  
- Plans for active engagement of all children.  
- Accepts responsibility for helping all students to succeed.  
- Makes knowledge accessible to all students.  
- Advocates for all students.  
- Creates responsive and supportive classroom environments that nourish and promote each student’s learning and development. |
| Value and respect for individual difference | - Uses professional language to describe individual differences. | - Recognizes talents and strengths in individuals.  
- Recognizes favoritism and disrespectful behavior.  
- Refrains from labeling individuals.  
- Refrains from applying generalizations to individuals.  
- Demonstrates equity in daily interactions.  
- Actively seeks information about the beliefs, values, traditions and academic abilities of individuals  
- Uses multiple forms of instruction and assessment. |
| Value positive human interactions | - Communicate in ways that demonstrate respect for the feelings, ideas, and contributions of others.  
- Contributes to class discussions by being prepared and sharing ideas.  
- Demonstrates an ability to give and take in discussions and work with others. | - Demonstrates quality of warmth, empathy and humor in interactions with peers and instructors.  
- Praises and supports others.  
- Demonstrates a willingness to learn and accept constructive feedback from instructors, peers, and students.  
- Promotes cooperation and respect in and out of the classroom.  
- Communicates in ways that demonstrate respect for the feelings, ideas and contributions of others.  
- Encourages open dialogue in the classroom.  
- Responds non-judgmentally.  
- Demonstrates the qualities of warmth, empathy, and humor with children/youth and caregivers. |
| Intellectual curiosity, enthusiasm about learning and willingness to learn new ideas | - Reads and completes assignments adequately.  
- Seeks new experiences that broaden knowledge.  
- Attends intellectual events on and off campus. | - Investigates current ideas and concepts relevant to the teaching profession.  
- Connects ideas and knowledge between and among courses.  
- Participates in professional activities in addition to regular coursework.  
- Stays current in the evolving nature of the profession.  
- Engages in discussions about ideas.  
- Brings a sense of wonder to work.  
- Plans and engages in research based practice.  
- Seeks out differing points of view. |
| Commitment to inquiry, reflection, and self assessment | - Asks questions derived from personal reflection and scholarly readings.  
- Uses language of inquiry and discovery.  
- Accepts divergent viewpoints as opportunities for personal and professional development. | - Develops a problem solving and experimental orientation through questioning and reflection.  
- Connects theory with observed classroom practices.  
- Reflects upon and then revises evolving personal and professional philosophy.  
- Adopts problem solving and experimental orientation.  
- Thinks systematically about the relationships between theory and practice.  
- Teaches from an evolving personal understanding of self, philosophy and practice. |
| Value collaborative, and cooperative work | - Participates actively with classmates and/or co-workers in a respectful and productive manner.  
- Assumes fair share of responsibilities. | - Seeks to work cooperatively.  
- Balances personal initiative with recognition of others’ contributions in group work.  
- Develops respectful and productive working relationships in cooperative endeavors.  
- Establishes and fosters respectful productive relationships with professionals, agencies, community members, and caregivers.  
- Maintains confidentiality of students and colleagues. |
| Sensitivity to community and cultural contexts | - Uses professional language to discuss characteristics of families, communities and cultures.  
- Examines self as a culture bearer. | - Seeks information about the beliefs, values, traditions of self and others within family, community and cultural context.  
- Refrains from labeling groups.  
- Refrains from ascribing characteristics of an individual to an entire group.  
- Uses information about the beliefs, values, traditions of self and others within family, community and cultural contexts as a foundation for teaching. |
| Responsible and ethical practice | - Adheres to the statements governing academic integrity as published in the Student Handbook.  
- Demonstrates punctual and reliable attendance.  
- Completes assignments on time.  
- Understands that laws and codes of ethics guide the teaching profession. | - Demonstrates punctual and reliable attendance in college and field settings.  
- Understands and exhibits appropriate professional appearance and behavior.  
- Follows legal and ethical guidelines.  
- Upholds the laws and ethical codes governing the profession.  
- Meets professional responsibilities in a timely and positive manner. |