Elements of teaching competency, the knowledge, skills, and dispositions that we believe effective teachers must hold and be able to use are grounded in our Vision, Teaching and Learning Standards and our beliefs. It is our goal that our students will show growth over time as they develop towards becoming Master Teachers who can make the “Teaching / Learning Connection” for all students. To chart and assess this growth we have developed a unit wide plan. There are five Unit Assessment Points in the model: admission to the teacher education certification program, acceptance to clinical practice, recommendation for certification, teaching as an emerging master, and master teacher. The purposes of the Unit Assessment System are three fold: 1) to inform the candidate of the SOE’s expectations and his or her progress, 2) to inform the unit as to candidates’ progress, and 3) to inform the unit’s evaluation refinement process. Data gathered at each point will be used for decision making about candidates and unit effectiveness.

You are at Unit Assessment Point 1, seeking admissions to a teacher education program. The reflective form we are asking you to complete is essential in order for us to help you assess, chart and recognize your growth.

**Dispositions:** The faculty and staff of the School of Education, Health and Human Performance at the College of Charleston understand a disposition to be a value, a commitment, or an ethic that is internally held and externally demonstrated. Our dispositions influence our actions and our behavior towards students, families, and communities as well as towards our colleagues and our profession.

As professional educators, we believe there is a set of dispositions, which our candidates and we must hold in order to make the teaching-learning connection a reality for all students. In our statement of dispositions, we make public the values and the character of our teacher education program.

We believe that all students can learn.
We value and respect individual difference.
We value positive human interactions.
We share an intellectual curiosity, enthusiasm about learning and willingness to learn new ideas.
We are committed to inquiry, reflection, and self-assessment.
We value collaborative and cooperative work.
We are sensitive to community and cultural contexts.
We demonstrate responsible and ethical practice.