

The University of Texas at Arlington
College of Education
Department of Kinesiology
Fall 2009

Course Title: Introduction to Teaching Physical Education
Course Number: KINE 1315
Course Location/ Time: Science Hall (SH) 324, T & R 11:00 – 12:20
Instructor: Dr. Paul J. Krawietz
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Course Description:

The course is an introduction to, and observation of, practices in pedagogical kinesiology. The course is intended for students who will seek all level certification in the field of physical education.

Required Texts:

Colvin, A.V., Egner Markos, N.J., & Walker, P.J. (2008). Teaching the nuts and bolts of physical education. 2nd ed. Human Kinetics: Champaign, IL.

Students will also need to print out the **Physical Education (Kinesiology) Teacher Standards** to serve as a course reference. The link to this 17-page document is:

<http://www.sbec.state.tx.us/SBECOnline/standtest/standards/allpe.pdf>

II. Student Learning Outcomes (TEXES Standards Addressed) [Units of Relevant Work to Measure Standard]:

At the completion of this course the student will:

1. Demonstrate and understand a variety of human movement skill competencies and help students develop these skills (1.6k) [Units 1 & 2].
2. Understand principles and benefits of developing physically active lifestyles and utilize motivation strategies that inspire students to participate and value physical education for life (2.5k, 2.12k) [All Units].
3. Use knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment that promotes students' self-management, self-motivation, and social skills through participation in physical activities (3.7s, 3.13s) [Units 1 & 2].

4. Use knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social, and emotional development (4.2k, 4.6s, 4.7s) [Units 1, 2, 4, & 6].
5. Provide equitable and appropriate instruction for all students in a diverse society (5.3s) [All Units].
6. Use effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals (6.1k, 6.2k, 6.8k, 6.5s, 6.7s, 6.11s, 6.12s) [Units 3, 4, & 5].
7. Understand and use formal and informal assessments to promote students' physical, cognitive, social, and emotional development in physical education contexts (7.1k, 7.2k) [All Units].
8. Reflect and evaluate the effects of his/her actions on others (e.g., students, parents/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally (8.2k-8.4k, 8.3s, 8.4s) [Units 3 & 4].
9. Collaborate with colleagues, parents/caregivers, and community agencies to support students' growth and well being (9.1k, 9.2k, 9.4k, 9.5s) [Units 3 & 4].
10. Understand the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid/risk management (10.1k-10.6k, 10.1s-10.7s potentially) [Unit 4 potentially].

Student Learning Outcomes (NASPE/NCATE Standards Addressed) [Units of Relevant Work to Measure Standard]:

At the end of this course the student will:

1. *Content Knowledge*: Understand physical education content and disciplinary concepts related to the development of a physically educated person (1.5, 1.6) [All Units].
2. *Growth & Development*: Understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development (2.1, 2.3) [All Units].
3. *Diverse Students*: Understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences (3.1) [All Units].
4. *Management & Motivation*: Use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (4.4) [Unit 1, 2, & 6].

5. *Communication*: Use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings (5.1-5.4) [Units 3 & 4].

6. *Planning & Instruction*: Plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national standards (6.1, 6.2, 6.6) [Unit 5].

7. *Student Assessment*: Understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity (7.1) [All Units].

8. *Reflection*: Reflect and evaluate the effects of their actions on others (8.2) [Units 3, 4, & 5].

9. *Technology*: Use information technology to enhance learning and to enhance personal and professional productivity (9.1-9.3) [Units 3, 4, & 5].

10. *Collaboration*: Foster relationships with colleagues, parents, and community agencies to support students' growth and well being (10.2, 10.3, 10.4) [Units 3&4].

III. Tentative Course Schedule

8/25	Course Introduction	Syllabus; Course Requirements
8/27	What is Pedagogical Kinesiology?	Discussion: A New Breed of Physical Education Teacher
9/1	Lesson Plans	Discussion
9/3	Lesson Plans/ behavioral objectives Teaching Activity	Discussion
9/8	Lesson Plans/ behavioral objectives Teaching Activity	Discussion
9/10	The Developing Child: Overview of Motor Development/Adapted PE	Dr. Abu Yilla, Adapted Physical Education Specialist
9/15	Historical Foundations of Physical Education	Discussion: Major influences in today's physical education programs
9/17	Historical Foundations of Physical Education	Discussion: Major influences in today's physical education programs
9/22	Library Research Presentation	Meet in Ransom Hall 311A/311B. Gretchen Trkay, Information Literary Librarian
9/24	Research/APA Style Review	
9/29	Review and Hunter's Model of Teaching	
10/1	Exam 1 (Scantron 882-E) Historical Foundations of Physical Education	Discussion: Major influences in today's PE programs.
10/6	Debate	Student debate presentations Observation 1 due

10/8	Debate	Student debate presentations
10/13	Debate	Student debate presentations
10/15	Debate/ Review	
10/20	Exam 2 (Scantron 882-E) Texas Essential Knowledges and Skills (TEKS)	Video
10/22	Texas Essential Knowledges and Skills (TEKS)	Video
10/27	Texas Essential Knowledges and Skills (TEKS)	Video
10/29	Teaching Activity	Student Group Presentations
11/3	Teaching Activity	Student Group Presentations
11/5	Teaching Activity	Student Group Presentations
11/10	Teaching Activity	Student Group Presentations
11/12	Promoting Active Lifestyles	
11/17	Fitnessgram	
11/19	Fitnessgram	Observation 2 due
11/24	Certification program overview General Information COEd	Information- COEHP Advisor Teaira Little Teaching Philosophy
11/26	Thanksgiving Holiday	
12/1	Overview of KINE BA Program	Dr. Larry Nelson Dispositions Due
12/3	Professional interviews	Discussion of Kinesiology professions
TBA	Final Exam (11-1:30) (Scantron 882-E)	

IV. Course Assignments, Requirements, & Evaluation (Student Outcomes Measured):

Assignments

Exams

There will be three exams administered in the semester worth 100 points each. A scantron (form 882-E) will be needed.

Research Assignment:

After library/research orientation, students will be required to locate, analyze, and synthesize 3 journal articles related to a debate topic (see attachment #1)

Teaching Activities:

Students will be required to plan and teach an activity in a peer instructional setting.

Dispositions Self-evaluation:

Students will evaluate themselves based on the dispositions rubric presented in class. This evaluation should include remediation strategies for identified challenges. (see attachment #2)

Two Observations & Interviews: Summary and Lesson Plans. Students will find a degreed and/or certified professional in BOTH the secondary (middle school [K-6]/high school [7-12]) and the elementary levels and conduct an interview as well as observe a minimum of one course and complete a lesson plan from your observation. A written summary of the interview is also required.

Presentation of a Kinesiology Profession:

Students will make a group presentation on a profession within the field of Kinesiology to the class. [See Attachment #4 for Presentation Scoring Rubric]

Teaching Philosophy Questions:

Students will reflect and answer a series of questions in pursuit of developing philosophy of pedagogical kinesiology. This project should include elements from both the debate and the professional interviews.

In class activities, labs, and discussions:

A variety of in-class activities will be completed. Students who are absent on these days will not be able to make-up the missed work (unless student can provide documentation of an university approved absence).

Evaluation

Exams (3 @100 points)	300	A = 855-950
Research Assignment	100	B = 760-854
Teaching Activity	100	C = 665-759
Disposition Self Evaluation	50	D = 570-664
Lesson Plan and School Observation 1	100	F = < 569
Lesson Plan and School Observation 2	100	
Teaching Philosophy	50	
In class activities, labs, discussions	<u>100</u>	
Total	950	

V. Course Policies: Department of Kinesiology and University Academic Policies

Department of Kinesiology – Drop Policy

It is the responsibility of the student to **add or drop classes or withdraw from school** within the appropriate time frame established by the University Registrar. (The departments are not allowed nor obligated to add or drop students from classes.) Deadlines can be found in the current Schedule of Classes. **Deadlines may differ for Graduate Students and Undergraduate Students.**

The Department of Kinesiology Grade Requirement:

As stated in the undergraduate catalog, you are required to earn a “C” or better in ALL Kinesiology and Health courses to maintain your status as a Kinesiology major. Therefore, in the future, you will be required to retake any Kinesiology course in which you earned a “D” or “F”.

These classes must be taken at UTA. If a "D" or "F" grade is earned you will need to contact your academic advisor, since you will need permission to continue to take Kinesiology courses until the grade is replaced with a "C" or better grade. If you have any questions regarding this policy, please contact your academic advisor.

Grade Grievance Deadline Policy:

The student has one calendar year from the date a grade is assigned to initiate a grievance. The normal channels are: Department Chair or Program Director; Academic Dean; and the Provost.

Americans With Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Academic Integrity:

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Student Support Services Available:

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Final Review Week:

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless

specified in the class syllabi. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. Classes are held as scheduled during this week and lectures and presentations may be given.

E-Culture Policy:

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

Electronic Device Policy:

Use of cell phones, text messaging, and other distractions will not be tolerated in class.

Library Information:

Eric Frierson is the primary Department of Kinesiology Librarian. If you need assistance in a library matter, contact him at: frierson@uta.edu or phone 817-272-7517.

VI. Attachments

Attachment #1

Research Assignment

Locate 3 journal articles related to your debate (they can either be for or against your side of the issue) and provide a summary of each article.

For each article the following items need to be addressed:

- Section 1. Citation of the article (APA style)
- Section 2. Purpose of study (discuss why the study was conducted)
- Section 3. Target population (who was studied in the articles)
- Section 4. Author(s) conclusions

The next page should be a copy of the first page of the article.

The stapled report should be organized in the following order:

- Page 1. Cover Page (Title of Project, your name, and date)
- Page 2. Article 1 Summary (including 1-4 above)
- Page 3. Copy of first page of Article 1
- Page 4. Article 2 Summary (including 1-4 above)
- Page 5. Copy of first page of Article 2
- Page 6. Article 3 Summary (including 1-4 above)
- Page 7. Copy of first page of Article 3

Attachment #2

Dispositions Assessment Rubric for All-Level Kinesiology Programs

Context:

Not only does the unit need to gather data about content knowledge, pedagogical skills, and professional skills of candidates, but also the dispositions that candidates possess and demonstrate. Based on the both the Unit’s Conceptual Framework and the works of Carl Rogers and Arthur Combs, which distinguishes attitudinal qualities found to be effective between facilitator and learner, this assessment is a multi-rater instrument used to assess eight key dispositions required of the physical education teacher candidate. It identifies characteristics found to be common amongst "high quality" teachers and generates longitudinal data that will 1) show candidate improvement over time and 2) demonstrate program character. The assessment is aligned with the **NASPE-2004 standards 4** (4.2, 4.4, 4.5), **5** (5.1, 5.3, 5.4), **7** (7.1, 7.2), **8** (8.3), & **10** (10.2, 10.4).

Purpose:

The purpose of the dispositions rubric is to identify and document the candidate's performance, dispositions, and respond-ability at program gates. It measures a candidate’s ability to establish helping relationships in learning situations and conducts themselves professionally. It also brings awareness to dispositional problems early on in the program and creates a platform for program intervention. The assessment will monitor changes in the candidate's performance and attitude over time. The consistency of administering this rubric in aggregate is evidence that the candidate possess, or not, the values, motives, and enthusiasm representative of effective and functional leadership. Clarity of reports furnishes unit conversations around data directly related to candidate performance and not just anecdotal inferences.

How it is assessed:

An ongoing assessment system should provide regular and comprehensive data on program quality and candidate performance at each stage of the program. Each teacher candidate will request program faculty to assess them on the dispositions rubric via Livetext at the end of their respective pedagogy core course(s) [KINE 1315, 2301, 3304, 3306, 3325, 3388, 4319, 4320, and 4321]. If the candidate is evaluated "unacceptable" across any of the dispositions, record of the dispositions rubric must be shared with the department chair and/or program coordinator. Consistent evaluations of "unacceptable" will be discussed with the candidate at program transition points resulting in a possible "non-recommendation" of continuing along the teacher licensure process.

Dispositions	Target (T)	Acceptable (A)	Unacceptable (U)	Score (T, A, U)
Demonstrates Excellence (14%)	Targeted performance is evidenced by a candidate's ability to respond to the rigors of "high quality" reflective teaching and learning. The candidate makes good use of their time preparing, organizing, and/or producing outstanding artifacts of "teaching excellence" that shows a positive, committed, and proactive professional identity.	Acceptable performance is evidenced by a candidate's willingness to set goals, keep timelines, meet expectations, attend classes/trainings, and produce significant artifacts of teaching evidence.	Unacceptable performance is evidenced when a candidate shows little respond-ability to professional training and development. The candidate wastes time, does the minimum to prepare and shows little interest in the profession and professional development.	

Dispositions	Target (T)	Acceptable (A)	Unacceptable (U)	Score (T, A, U)
Participates in a Learner-Centered Environment and Shows Respect for Self & Others (14%)	Targeted performance is evidenced by a candidate's ability to discover additional information from sources such as library databases and integrate this discovered knowledge into class activities. Thereby contributing to the knowledge of peers and instructors	Acceptable performance is evidenced when a candidate interacts proficiently in groups, discovers, and contributes additional information from sources such as library databases.	Unacceptable performance is evidenced when a candidate is not active in their own learning or when a student does not persist in the scholarship of discovery.	
Research-Based	Targeted performance is evidenced by a candidate's ability to associate and relate coursework/ discussions/projects/ writings/etc. to relevant research.	Acceptable performance is evidenced by a candidate's ability to locate and relate current research to class topics.	Unacceptable performance is evidenced when a candidate demonstrates the inability to locate and relate current research to class topics.	
Participates in Ongoing Collaboration with Peers & Professionals	Targeted Performance Ability to cooperate in groups. Communicate effectively. Demonstrate compassion for self and others. Positive interaction skills that boost learning and enhance the learning environment.	Acceptable Performance Interacts proficiently in groups. Uses appropriate and professional language. Supports a "high quality"-learning environment	Unacceptable Performance Has displayed derogatory, or inappropriate language or behavior Overly critical, negative, or uncompassionate of learning and the learning environment.	
Exhibits Stewardship of Diversity (14%)	Targeted performance is evidenced when a candidate shows total support, tolerance, and compassion for individual differences. The candidate shows absolutely no bias to sex, race, hair color, etc.	Acceptable performance is evidenced when a candidate shows appropriate stewardship and tolerance to diverse people, environments, and situations.	Unacceptable performance is evidenced when a candidate shows little or no regard for tolerance of diversity and difference in the educational setting.	

Dispositions	Target (T)	Acceptable (A)	Unacceptable (U)	Score (T, A, U)
Advocates Use of Technology (14%)	Targeted performance is evidenced by a candidate's ability to effectively use, apply, and demonstrate new technologies in their work.	Acceptable performance is evidenced by a candidate's ability to sufficiently use and apply existing technologies in their work.	Unacceptable performance is evidenced by a candidate's inability to use and demonstrate technology proficiency in their work.	
Shows Interest in the Learner and the Learning Process and Assumes Responsibility for Life-Long Learning (14%)	Targeted performance is evidenced by a candidate's ability to demonstrate a strong and steady learning improvement over time. The candidate is fully committed to their training and donates the extra time, energy, and enthusiasm it takes to establish a copious and positive identity.	Acceptable performance is evidenced by a candidate's ability to demonstrate significant learning improvement over time. The candidate shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm into becoming better learners, teachers, and practitioners	Unacceptable performance is evidenced when the candidate shows little or no learning improvement over time. The candidate shows little or inadequate interest in the learning process and is unprepared in regards to time commitment, work ethic, and/or energy/enthusiasm.	
Displays Wellness Leadership (14%)	Targeted performance is evidenced by a candidate's ability to work toward, better understand, and practice healthy lifestyle behaviors. The candidate participates in physical activity on a regular basis and clearly exhibits a wellness driven lifestyle and the ability to role-model healthy patterns and values.	A candidate's basic understanding and practice of healthy behaviors evidence acceptable performance. The candidate is fit, involved in physical activity, and exhibits a strong potential to role model healthy patterns and values.	Unacceptable performance is evidenced by a candidate's lack of understanding and/or practice of wellness behavior(s). The candidate participates in minimal amounts of physical activity and is not fit and exhibits poor models and/or values of wellness leadership.	

Attachment #3

Pedagogical Kinesiology Interview/Field Experience Guidelines

The following is a checklist of information for students who engage in pre-residency field experiences.

- * Criminal background checks on UTA students need to be completed well before each field experience begins (Some school districts can take up to a month to process these forms).
- * Initial arrangements and scheduling should be made between the student and the partnering Physical Education teacher. **Public school administrators are not to be contacted by Kinesiology students, unless required by the district.**
- * Signatures of PE teachers will be necessary to verify date of attendance.
- * KINE Students are expected to be at the school and on time for all scheduled activities.
- * Students are expected to dress, communicate, and behave professionally.

1. Spend approximately one hour observing the professional you have chosen for your project.
2. Gather information about their expertise (i.e. What do they do exactly, what are the potential earnings, what are some related fields or other possible directions, how is their time flexibility, what are their responsibilities, what is the average hours per week the job requires, what are some difficulties & issues in the profession, what are the benefits, etc.)
3. Dig as much information as you can out of them by asking follow questions like “Expand more on this” or “Can you tell me more about that”. Don’t settle for small answers, take advantage of the opportunity you have with them and come prepared with well thought out questions.
4. Ask them “knowing what they know now, and could do it all over again, would they choose their line of work” Why or Why not? What other lines of work are they interested in as a result of being in the field?
5. Explain why this profession seems appealing to you and how it may relate to what your professional career might look like.
6. Get creative! Come up with something more then what I presented here... Do more then the minimal expectations... Because you want to and you value the experience! Incorporate all of the gathered information into a presentation with your group.

**Attachment 4:
NASPE/NCATE All-Level Kinesiology Program Assessment #9**

Name of Assessment: Observation/Interview Presentation

Kind of Assessment: Additional assessment that addresses NASPE standards

Type of Assessment: Presentation Scoring Rubric

When Administered: Program Course KINE 1315

Standard(s) Addressed: NASPE #1 “Content Knowledge”
NASPE #5 “Communication”
NASPE #9 “Technology”

	Target (5 pts)	Acceptable (4 pts)	Unacceptable (3 pts)	Pts Rcvd
Content	Knowledge			
Overall Content	Shared an in-depth review of the interviewee	Shared an acceptable review	Shared an unacceptable review	
Personalism & Rationale	Rationale of why you chose this interview was very clear	Rationale of why you chose this interview was somewhat clear	Rationale of why you chose this interview was not clear	
Specific Setting & Knowledge	Presented information with a strong grasp of field knowledge and understanding	Presented information with a general grasp	Presented information with an inadequate grasp	
	Target (5 pts)	Acceptable (4 pts)	Unacceptable (3 pts)	Pts Rcvd
Questioning	Demonstrated an in-depth understanding of experience when answering questions from audience	Demonstrated a general understanding of experience when answering questions from audience	Demonstrated inadequate knowledge of experience when answering questions from audience	
Professional	Knowledge			
Professional Appearance	Portrayed a high level of professionalism via his/her attire	Portrayed a general level of professionalism	Portrayed an inadequate level of professionalism via his/her attire	
Style	Demonstrated a strong level of eye contact, volume control, and relaxation in front of an audience	Demonstrated a general level of eye contact, volume control, and relaxation in front of an audience	Demonstrated an inadequate level of eye contact, volume control, and relaxation in front of an audience	
Technique	Organized in a manner that provided for a strong, easy flow of information	Organized in a manner that provided for a general flow of information	Organized in a manner that lacked flow, and ease of understanding	
Medium	Demonstrated a high level of technical skill with background, color scheme, font, and graphic selections	Demonstrated a general level of technical skill with background, color scheme, font, & graphic selections	Demonstrated an inadequate level of technical skill with background, color scheme, font, and graphic selections	
Language	Demonstrated a highly effective level of clarity and language skill, communicating with	Demonstrated an adequate level of clarity and language skill, communicating with	Demonstrated a low level of clarity and language skill, communicating with the	

	the audience in a nonoffensive and understandable fashion	the audience in an acceptable fashion that is non- offensive	audience in any way that might be considered offensive	
Time Requirements	Managed time well and met the time requirement of 10 minutes	Managed time fairly well by exceeding or not meeting time requirements by 2 minutes	Did not managed time well by exceeding or not meeting time requirements by more than 2 minutes	
			Points →	/50
Self-Evaluation Preparation	Went beyond normal expectations to document the major points discussed in the interview	Sufficiently prepared the major points discussed in the interview	Did not sufficiently prepare the major points discussed in the interview	
			Points →	/50
			Total Points →	/100

The University of Texas at Arlington College of Education- Mission, Core Values and Professional Dispositions

MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and To be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service.

The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these **CORE VALUES**, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Collaboration
- Diversity
- Technology
- Field Experiences
- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on **PROFESSIONAL DISPOSITIONS** by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology

- Uses and applies existing technologies sufficiently in work.

- Shows a willingness to use and apply emerging technologies in work.
- [Shows interest in the learner and the learning-process](#)
- Demonstrates significant learning improvement over time.
 - Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.