

Expectations of All Candidates Seeking Teacher Licensure at the University of Memphis

Candidates pursuing requirements for a teaching license at the University of Memphis and who expect to be recommended to the State of Tennessee for licensure must be able to verify content knowledge, pedagogical skills and demonstrate dispositions expected of a professional educator. This document details the expectations and requirements of a teacher licensure candidate at the University of Memphis. Paramount to becoming a licensed teacher, candidates must demonstrate competence in the following Pillars of Practice for Teacher Preparation.

1) Content Knowledge and Skills

A. Successful candidates understand how knowledge in their academic discipline is organized, connected and applied, within the discipline as well as across disciplines, and use that understanding to make the content meaningful to their students.

B. Successful candidates use the content knowledge and skills of the disciplines to help their students develop thinking, reasoning and analytical abilities.

C. Successful candidates use, and help their students learn to use, external resources, especially technology, to access information and support in the disciplines.

2) Knowledge of the Learner

A. Successful candidates address the uniqueness of the learners they encounter through instruction (designed and/or adapted) that addresses different and specific learning needs of individual learners, including the use of assistive technology to increase student participation in the total curriculum.

B. Successful candidates address the unique issues of urban settings, including their economic and socio-cultural experiences and perspectives.

C. Successful candidates communicate effectively with students and with their families.

3) Pedagogy and Instruction

A. Successful candidates facilitate learning through joint productive activity between teacher and students, and among students.

B. Successful candidates apply literacy strategies and develop their students' language competence in all subject areas.

C. Successful candidates contextualize teaching and curriculum in terms of their students' existing experiences in home, community and school.

D. Successful candidates challenge their students toward cognitive complexity.

E. Successful candidates instruct through teacher-student dialogue, especially academic, goal directed, and small-group conversations (known as instructional conversations), rather than through lecture.

F. Successful candidates use current and emerging technologies to design and facilitate developmentally appropriate, active learning opportunities for their students.

4) Assessment and Responsive Practice

A. Successful candidates gather formative and summative evidence of student learning during regular instruction, and use that evidence to monitor and adjust instructional content, strategies, and resources as needed for individual and groups of students.

B. Successful candidates design and apply formative assessments that allow diverse students to demonstrate their learning.

C. Successful candidates select and administer formal assessment tools, as necessary, and analyze results in order to make appropriate instructional diagnoses and decisions.

5) Management of Classrooms and Individuals

A. Successful candidates have the knowledge, skills and dispositions to organize the classroom environment so that Pedagogy/Instruction and Assessment/Responsive Practice standards are effectively implemented.

B. Successful candidates create safe environments where they can address the unique needs of individual learners.

C. Successful candidates use resources (e.g. technology, time, materials) effectively to promote positive classroom learning cultures.

6) Personal and Professional Growth and Development

A. Successful candidates are reflective about their work and their emerging practice, and affirmatively seek out opportunities to participate in, learn from and contribute to wider communities of professional educators (e.g. joining professional organizations, seeking out mentors, reading in the profession).

B. Successful candidates promote ethical and equitable practices throughout their work; in the classroom, the larger school/district organization, in the use of technology, and in forming partnerships with families and communities.

C. Successful candidates demonstrate the ability and willingness to assume leadership for tasks beyond their classroom that contribute to the overall quality of the learning community.

D. Successful candidates use professional and appropriate language in all written and verbal communication.

In addition to the aforementioned Pillars of Practice, candidates at the University of Memphis must demonstrate behaviors that are indicative of the following professional dispositions characteristic of exemplary teachers. (Examples of behaviors showing each disposition can be found at www.memphis.edu/education.1) **The successful candidate shows a disposition toward and commitment to the each of the following:**

1. Promoting social justice.
2. Providing equitable learning opportunities for all students.
3. Promoting achievement of students at all levels.

4. Recognizing students' unique prior knowledge, life experiences and interests.
5. Maintaining his/her position as a positive role model for students and others.
6. Demonstrating positive work habits and interpersonal skills, demonstrating a positive attitude, dependability, honesty and respect for others.
7. Maintaining the standards of confidentiality regarding student information and communications.
8. Understanding and involving a wide variety of resources in the school, family, culture and community to facilitate student learning.
9. Seeking out, developing, and implementing the most appropriate methods to meet the diverse learning needs of the students.
10. Developing students' skills as problem-solvers as they progress toward becoming independent, self-directed learners.
11. Effective planning and classroom organization as tools in maximizing the time available for instruction and learning.
12. Collaborating with other professionals to improve the overall learning of students.
13. Accepting responsibility for what occurs in his/her classroom and for other school-wide responsibilities that contribute to student learning and a safe, orderly environment.
14. Using sound judgment and thoughtful decision making with consideration of the consequences.
15. Life-long learning and personal growth through reflection, seeking constructive feedback, and willingness to learn from others and past experience.
16. Participating in professional growth activities within and outside of the school.

I understand I must adequately and consistently demonstrate the expectations and dispositions of the Teacher Education Program at the University of Memphis. Failure to demonstrate the expectations and dispositions can affect my continuance in the Teacher Education Program at the University of Memphis.

Signed: _____ UUID _____

Printed Name: _____ Date: _____