

University of Richmond

Teacher Preparation Handbook



Dear Teacher Candidate:

Welcome to the University of Richmond's Education Department. We are excited that you have chosen the University of Richmond to begin your journey as a classroom teacher. You will find that the education community at Richmond is highly engaged and active. The faculty and staff of the Education Department are committed to educating teachers who seek to raise academic achievement for all learners including those from diverse backgrounds and of varied abilities.

At the University of Richmond, we believe in the transformative power of education. We want all our program graduates to thrive as educators in schools and other learning environments. We take enormous pride in the fact that our graduates are traditionally recognized for their leadership, innovation and teaching.

As part of our learning community you will encounter a program of study, created by the faculty along with our public school division partners, designed to challenge students to think deeply and critically about children and learning within the framework of the historical, cultural, economic and social influences on our educational system. Through our curriculum, we seek to connect students with research based knowledge and practical field experiences in order that they may learn and grow as professionals. These experiences blend together to provide valuable context that will deepen your knowledge of learning and teaching.

Thank you for allowing us to be part of your journey. I look forward to seeing you on campus.

*Laura Kuti
Assistant Chair
Teacher Education*

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Introduction & Degree/Licensure Pathways

The purpose of this Teacher Preparation Handbook is to provide prospective and current students a clear understanding of the mission, standards, and phases of the **Teacher Preparation Program** at the University of Richmond. It is intended to serve as a resource for students as they progress through their program of study.

There are three pathways to licensure at the University of Richmond. Faculty and staff from the School of Arts and Sciences and the School of Professional and Continuing Studies work in the same spaces on campus and across administrative boundaries. All three pathways are collectively referred to as the **Teacher Preparation Program**. The three Teacher Preparation Program pathways share the same mission, goals, and values.

- Pathway 1: **Arts & Sciences (A&S) undergraduate students** attend the School of Arts and Sciences with a major in elementary education or a minor in education. *The A&S undergraduate pathway leads to an undergraduate degree and an elementary, secondary, or comprehensive license.*
- Pathway 2: **Bachelor of Arts of Liberal Arts (BALA) undergraduate students** attend the university in the School of Professional and Continuing Studies' BALA program with an Education Concentration. *The BALA pathway leads to an undergraduate degree and an elementary education license only.*
- Pathway 3: **Master of Teaching (MT) graduate students** attend the university through the School of Professional and Continuing Studies' Master of Teaching Program (MT). *The MT pathway leads to a graduate degree and an elementary, secondary, or comprehensive license.*

Teacher Preparation at the University of Richmond

Teacher education at the University of Richmond is a campus-wide responsibility, designed to ensure that all of our students are reflective and knowledgeable professionals who possess both a theoretical and practical knowledge base.

Mission Statement

The mission of the Teacher Preparation Program at the University of Richmond is to improve the understanding and practice of teaching and learning in P-12 environments through engagement with scholarly texts, structured activities and practical experiences, and reflective thought. Graduates are prepared to apply deep and broad content knowledge through multiple pedagogies in diverse settings while demonstrating a commitment to inclusion and professionalism.

Model Standards for Beginning Teachers

The standards used to guide our teacher preparation curriculum and field experiences are the Interstate New Teacher Assessment and Support Consortium (INTASC) Model Standards for Beginning Teachers. These standards are closely tied to the Virginia Department of Education Uniform Performance Standards (VUPS) for Teachers. Below, you can see the language and alignment of both sets of standards.

INTASC Standards	Virginia Uniform Performance Standards
The Learner and Learning	

<p>Standard #1-Learner Development The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences</p>	<p>Standard 2: Instructional Planning The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students</p>
<p>Standards #2 Learning Differences The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>Standard 3: Instructional Delivery The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</p>
<p>Standard #3-Learning Environments The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Standard 5: Learning Environment The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</p>
Content Knowledge	
<p>Standard #4-Content Knowledge The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>Standard 1: Professional Knowledge The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</p>
<p>Standard #5-Content Application The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>Standard 2: Instructional Planning The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students Standard 3: Instructional Delivery The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</p>
Instructional Practice	
<p>Standards #6 Assessment The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>Standard 4: Assessment of and for Student Learning The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year. Standard 7: Student Academic Progress The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</p>
<p>Standard #7: Planning for Instruction The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Standard 2: Instructional Planning The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students Standard 3: Instructional Delivery The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</p>
<p>Standards #8 Instructional Strategies The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Standard 3: Instructional Delivery The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</p>
Professional Responsibility	
<p>Standard #9: Professional Learning and Ethical Practice The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Standard 6: Professionalism The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.</p>
<p>Standard #10: Leadership and Collaboration The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>Standard 6: Professionalism The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.</p>

Program Phases and Requirements

The Virginia Department of Education (VDOE) is the licensing agency for educators in Virginia. Regulations for teacher licensure are adopted by the Board of Education and administered by the VDOE to approved college and university teacher preparation programs. As a state-approved teacher education program, the University of Richmond is authorized to prepare and recommend teacher candidates for initial licensure; however, recommendations for licensure are ultimately subject to VDOE approval.

Once students have successfully completed the teacher preparation program, they are required to complete a VDOE online application for licensure. Education faculty and staff lead students through this process and submit verified documentation of program completion before final submission.

Candidates in the Teacher Preparation Program may apply for an additional endorsement area on their license by adding coursework to the existing course of study, or in some cases, taking additional assessments. If you are considering adding an endorsement, you are encouraged to work closely with your advisor in scheduling additional courses/assessments. Completing additional coursework or passing an additional exam is required prior to student teaching so that special consideration is given when requesting student teaching placements.

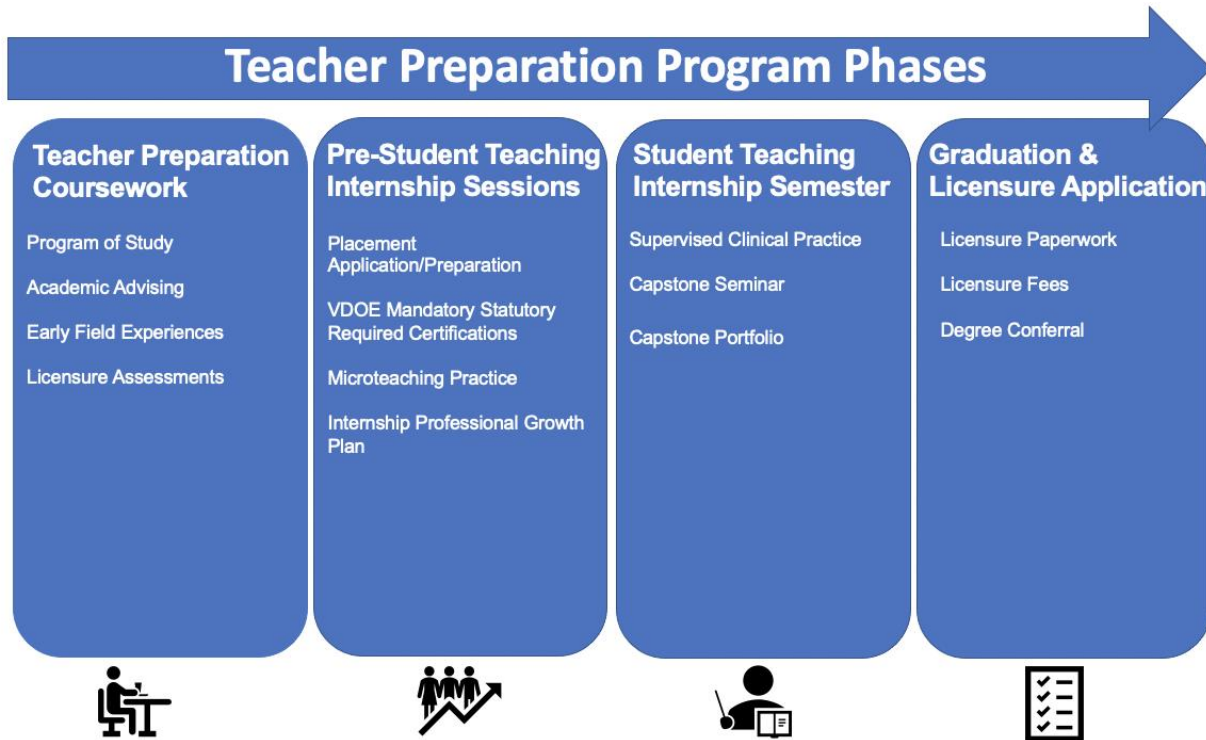
Professional Behaviors and Dispositions

Consistent with our mission, standards, and phases for teacher candidates, the Education Department at the University of Richmond has adopted a set of professional behaviors and dispositions as a guide for teacher candidates. During your admissions interview, a faculty member will review the “Professional Behaviors and Dispositions” form. See Appendix C for a copy of this form. If, at any time during the program, a candidate’s dispositions become a concern, that candidate should expect to have a meeting with his/her professor to address the item or items from the form that are not being adhered to and discuss possible solutions and recommendations for future success. The candidate’s advisor and the Director of Clinical Practice will be notified of the concern, the meeting, and the outcome. For multiple dispositional concerns, a meeting will be scheduled with the program chair (or designee) to determine further action. Should a candidate have a grievance or complaint, he/she may reference University of Richmond policy for the procedure to be followed via the link below:
studentdevelopment.richmond.edu/student-handbook/grievances-and-complaints.html

The University of Richmond is committed to upholding high standards for our teacher candidates that align with state requirements. A comprehensive list of all program phase requirements is included below.

SPECIAL NOTE:

*Due to the current critical shortage of classroom teachers in Virginia, many public school divisions are forced to hire individuals who have not yet completed a state approved teacher preparation program or secured an initial teaching license. In order to do so, school divisions apply to the VDOE for provisional licensure on behalf of the individual. A provisional license can only be obtained by the requesting school division, not the individual. If a candidate is hired by a school division through the provisional licensing route before that candidate has completed our program and earned a license, the candidate can continue on to complete the program and qualify for a full license while employed. **Please talk to your academic advisor, Dr. Julia Burke, before accepting employment through provisional licensure with a local school division as you will want to fully understand the implications for subsequently obtaining full licensure.***



Teacher Preparation Coursework Phase

During the Teacher Preparation Coursework Phase of the program you will move through your program of study, meet regularly with your academic advisor, participate in field experiences, and pass all state required assessments for licensure.

Program of Study

Your professional studies coursework is dependent upon your pathway to licensure as well as the area in which you intend to be endorsed. Coursework will be laid out for you at the beginning of the program and listed in your Program of Study. See Appendix A for sample programs of study. These courses will help you learn more about the teaching profession, students, content, and pedagogy. In order to complete the program, you must maintain a minimum overall GPA of 3.0.

Classes start times run from 4pm-7:40pm. Policy permits absence from no more than 25% of all scheduled class sessions. Students exceeding this standard receive a grade of a V (failure due to excessive absences) and no credit for the course. Attendance includes being present at the beginning of class through the end of each class meeting. If a student will miss class, it is expected that the student notify the instructor with as much advance notice as possible and develop a plan for making up missed instruction and/or work. Additionally, students are expected to follow the University of Richmond's academic calendar, not the calendar of any local school division, regarding when classes are held and when attendance is expected.

A student who earns a grade of B- in any professional study courses will be placed on academic probation and asked to meet with the program chairperson and academic advisor to discuss their standing in the program. A student who earns a second grade of B- must immediately meet with the chairperson to discuss continuation in the program. If a student earns a grade of C or below in any professional studies courses, all of the consequences listed above

apply AND you will need to retake the course.

Remaining in good standing in the program is important both for the growth of the student as a teacher candidate also the completion of the program and degree. Faculty discuss student concerns on a regular basis and support plans are addressed throughout the semester to assist students who may struggle. Continued academic or dispositional challenges will result in discussion of continuation in the program.

Grades of I and Y denote that coursework has not been completed by the end of the term. The I, which provisionally counts as a failing grade, is given when the reasons for incomplete work are deemed unjustifiable by the instructor. The work is to be made up by the date the instructor specifies, but no later than 45 calendar days (grace period) from the last day of the term in which the I was given. If the work is not made up during the grace period, the I will be converted to F, and cannot be changed. The Y, which does not affect the grade point average, is given when the reasons for incomplete work are deemed justifiable (not passing, but for medical or personal reasons the student is not able to complete the work) by the instructor. Y grades must be rectified by making up the incomplete work by the end of the succeeding term, unless special arrangements have been made with the instructor, or the instructor will assign an F. In the case of either an I or Y, once the make-up grade is received, it appears to the right of the original grade on the permanent record. In all cases, it is the student's responsibility to make arrangements for and progress toward the completion of incomplete work.

Academic and Professional Advising

Academic advising is required three times each year, corresponding with the calendar for fall, spring, and summer registration. In the weeks leading up to and immediately after course registration opens, MT students will attend an advising appointment to ensure that all program and licensure requirements are satisfied at the appropriate times during your program of study. If admission to the program is "Conditional" the student will be made aware of the conditions necessary full admission. The academic advisor will follow up with you regarding these conditions each semester. If you fail to satisfy the conditions of your admission requirements, you will not be able to continue in the program. For further information about academic advising, please contact Dr. Burke at jburke@richmond.edu

In addition to an academic advisor, students will also be assigned a professional mentor. Professional mentors are full time education faculty mentors with expertise in particular areas within the field of education. You will be matched with a faculty member that will be most knowledgeable about the aspects of teaching for which you seek licensure. Shortly after admission, your professional mentor will reach out in order to schedule a time to meet and begin the mentoring relationship.

Field Experiences

Observing and participating in classroom settings while you are taking courses allows you to put learning into action and helps prepare you for the demands of teaching. We have strategically sequenced and planned field experiences to include diverse placements, to allow students to shadow and observe teachers, guidance counselors, exceptional education caseworkers, etc., and to provide practice planning and delivering lessons with K-12 students under an experienced teacher's guidance.

These early field experiences will be tied to specific courses. In addition, you will be required to serve as a student teacher intern full-time for a total of 15 weeks during your final semester in the program. More information about the student teaching internship experience and the seminar that accompanies it can be found in the Teaching Internship Handbook, which is also available online at <https://education.richmond.edu/licensure/teaching-handbook.html>

Assessments

All candidates must pass the **ETS Praxis Subject Assessment** and the **Virginia Communication and Literacy**

Assessment (VCLA) as per the VDOE regulations for licensure. Elementary education candidates must also pass the **Praxis Teaching Reading: Elementary test**. Failure to pass the required examinations will result in a delay of the student teaching internship placement. Recommendation for licensure is subject to the timely and successful completion of all assessments. Your advisor will guide you through the details of these assessments and help you develop an acceptable timeline for completion. Please see Appendix B for more detailed information about assessments.



Pre-Student Teaching Phase

The pre-student teaching phase takes place the semester before you are scheduled to complete your student teaching internship. This will be reflected on your program of study. There are five pre-student teaching sessions scheduled throughout the semester during which, among other things, you will complete a placement application, ensure that you have all required mandatory statutory requirements, engage in microteaching activities, and develop a growth plan for your student teaching internship experience.

Placement Application and Preparation

We work with regional school divisions to place you in classrooms during your student teaching semester internship. School division leadership requires that each intern formally apply for a placement. The application includes a standard form, updated resume, personal essay, and, in some cases, an unofficial transcript from UR. Once the division representative receives the applications from the Director of Clinical Practice, they begin the work of placing interns appropriately. Please see the Student Teaching Internship Handbook for more detailed information about the application and placement process at <https://education.richmond.edu/licensure/teaching-handbook.html>

Mandatory Statutory Requirements - Certifications

All candidates must complete the following mandatory statutory requirements in order to be placed during the student teaching internship semester and to be licensed. Most trainings that meet these requirements are offered as free online modules.

- Recognizing & Reporting Child Abuse & Neglect
- Cultural Competency in the Classroom
- Dyslexia Awareness,
- Limitations to Student Restraints and Seclusion
- **Elementary OR History and Social Science candidates only:** Virginia History or State and Local Government Module
- Hands-on First Aid/CPR/AED

Microteaching Practice

Looking toward the student teaching internship semester can be a cause of some anxiety. It is for some the first time they will be guiding instruction in front of groups of students, mentors, and the university supervisor. In order to help students feel more prepared and less anxious, students will engage in small and low stakes microteaching activities within the cohort.

Internship Professional Growth Plan

One of the professional responsibilities of fully licensed teachers is to develop and actively pursue a growth plan

for future practice. This is best done through engaging in a professional growth cycle. Teachers begin the cycle by reflecting upon their own knowledge and practice, then they design a plan to either capitalize or improve their knowledge/practice, implement the plan for a sustained period of time while collecting relevant data, and finally, reflecting on growth in order to determine the direction for the next professional growth plan cycle.

Most teachers do not begin this process until their first year of teaching, however you will have a chance to move through this process beginning during pre-student teaching (looking back at your past demonstrations of skill and knowledge in a few areas of teaching and creating growth goals) and continuing during your student teaching internship (implementation of the plan to achieve goals and collecting data), and ending at the conclusion of your internship (reflecting on your growth).



Student Teaching Internship Phase

The student teaching internship phase is the final semester of the teacher preparation program. During this time you will accumulate the state and program required number of hours of full-time, supervised classroom teaching practice, attend the Capstone Seminar course that serves as companion to student teaching, and complete your capstone portfolio project.

Supervised Clinical Practice

Once the student teaching internship placements have been determined, students will practice as a guest in a cooperating teacher's classroom. You will rely on the cooperating teachers and your assigned university supervisor to mentor and evaluate you during the semester. These mentors and supervisors will document performance and evidence of growth as they observe your practice and engage you in reflective discussions. At the end of your student teaching internship semester, the cooperating teacher and university supervisor will use the recorded data to recommend you for licensure to the university.

Capstone Seminar

While practicing in your student teaching internship placements, you will also attend the weekly Capstone Seminar course. This course is designed to help you navigate and reflect upon your student teaching practice with the instructor and others in your cohort. During the seminar, you will focus mostly on reflection and approaches to improving your skills, however you will also be giving opportunities to meet division human resources specialists and school administrators who are looking to recruit new teachers, talk with graduates of the program who are already in their first year of full-time teaching, and engage with experts on classroom engagement strategies.

Capstone Portfolio

The Capstone Portfolio requires student teacher interns to plan and execute a unit of study and assess the impact on students' knowledge and skills. Starting with a rich description of the context in which the unit will be delivered, the portfolio then allows student teacher interns to demonstrate their overall understanding of the critical content and their ability to apply content specific and technological pedagogical strategies when planning instruction and assessments. After delivering the unit of study, students make sense of assessment data to determine student growth and inform next steps. The project is, as the title suggests, the culminating demonstration of a student's ability to apply skills and knowledge gained during the subsequent phases of the program.

PLEASE NOTE: *Teaching internships cannot take place in a school where family or close friends work or are enrolled. If a student is employed at a local independent school and would like to be placed in at that independent school for their internship, a written request must be submitted. The request should provide a rationale for the*

independent school placement. These requests will be reviewed by faculty to determine the viability of such a placement. We do not guarantee that an independent school placement request will be honored.



Licensure Application Phase

There are two important applications that candidates are required to complete before exiting the program. The first is the **VDOE online application for a teaching license**. Pending successful completion of all program requirements, the Director of Clinical Practice will guide you through this process at the end of your student teaching placement. Once you have completed the online application, uploaded necessary documents, and paid the licensure fee (\$100), the Education Department staff will verify all official documentation, procure necessary signatures from faculty, and submit your complete application to the VDOE.

Barring any unforeseen delays, it typically takes 8-12 weeks for the state to process a teaching license. Should you sign a contract with a school division before your license has been processed, the university will provide you with a letter of verification that is generally accepted as temporary proof of licensure by regional school divisions. Contact Liza Carpenter (lcarpent@richmond.edu) if you need such a letter.

Should you wish to teach in a different state after completing the program, you will most likely need the UR education department to fill out paperwork. Please address all out-of-state licensing questions to Liza Carpenter 804-289-8428 lcarpent@richmond.edu

Go to <https://www.nasdtec.net/page/InterstateAgreements> for a list of states that offer license reciprocity.

The second application that BALA and MT students are required to complete before exiting the program is the **University of Richmond Graduation Application**. Undergraduate students in the School of Arts and Sciences do not need to complete this application. Although some MT and BALA program completers will graduate in December and some in May, all program completers will participate in the graduation ceremony held in May. **It is mandatory that you attend the ceremony**. If you are unable to attend, please read the information provided by the university registrar's office regarding a request for absentia status found at <http://registrar.richmond.edu/services/graduation/commencement.html>

You are encouraged to apply for open teaching positions throughout your Student Teaching Internship experience. Often, student teacher interns are offered a contract before they are finished in their placements. If you are offered a contract during Student Teaching Internship, you may finish your required clinical hours in your new position. During the Capstone Seminar course, human resources representatives from each of the major divisions will visit UR to hold an informational session. You will have a chance to meet these representatives and ask questions about applying for positions, interviewing, and accepting contracts. The Education Department will also send emails regarding any open positions and/or job fairs of which we are aware both during and after Student Teaching Internship

Appendices

Appendix A-Assessment Information

Required Admission Assessment:

Virginia Communication and Literacy Assessment (VCLA) – All education students must take and pass the VCLA with minimum scores of 235 in both the Reading and Writing subtests to be admitted to the program.

Website: va.nesinc.com

Test dates are by appointment year-round, Monday through Saturday (excluding some holidays).

Required Program/Licensure Assessments:

In order to be considered for admission into any of the teacher preparation pathways at the University of Richmond, candidates must **submit scores on one or more of the following approved national assessments**. Scores submitted must not be older than 15 years.

1. Praxis II Subject Assessment

Website: ets.org/praxis/va

Specialty Area	Test Code	Passing Score
Elementary Education: Multiple Subjects This test is required in Virginia on and after 7/1/2015. A passing score on each subtest is required. If a passing score is not obtained on each subtest, a subtest may be retaken as a standalone test. [Score reports for individuals who took the Elementary Education: Multiple Subjects (5031) prior to July 1, 2015, will be accepted provided the candidate met the passing score effective at the time the test was taken.]	5001	
Elementary Education: Multiple Subjects Subtest: Reading & Language Arts	5002	157
Elementary Education: Multiple Subjects Subtest: Mathematics	5003	157
Elementary Education: Multiple Subjects Subtest: Social Studies	5004	155
Elementary Education: Multiple Subjects Subtest: Science	5005	159
Art: Content Knowledge	5134	158
Biology: Content Knowledge	5235	155
Chemistry: Content Knowledge	5245	153
English Language Arts: Content Knowledge	5038	167
French: World Language	5174	163
German: World Language	5183	163
Mathematics: Content Knowledge	5161	160
Physics: Content Knowledge	5265	147
Social Studies: Content Knowledge	5081	161
Spanish: World Language	5195	168

2. Praxis Teaching Reading: Elementary (5205) Only required for students seeking an elementary education endorsement.

Website: ets.org/praxis/va

Appendix B-Professional Behaviors and Dispositions

Professional Ethics

- The candidate adheres to high standards of ethical conduct including academic honesty and respect for the confidentiality of conversations and records concerning students, parents/guardians, teachers and administrators.
- The candidate maintains appropriate relationships with students, parents/guardians, teachers and administrators.

Professional Demeanor & Responsibility

- The candidate is poised and professional in his or her demeanor.
- The candidate is punctual and reliable, attends all required sessions, notifies appropriate individuals when absence is unavoidable, completes assignments on time, and follows through on commitments.
- The candidate communicates effectively and appropriately with students, parents/guardians, peers, administrators, cooperating teachers, university supervisors, and other professionals.
- The candidate is independent, shows initiative and self-direction, and goes beyond minimum expectations.
- The candidate is an active and effective problem solver.
- The candidate is flexible and is able to make adjustments to changing student needs and circumstances.
- The candidate is receptive and responsive to professional feedback and incorporates suggestions into practice.
- The candidate responds to frustration, stress, and constructive criticism in an appropriate and professional manner.
- The candidate dresses appropriately for the situation and wears acceptable attire for teachers in a school setting.

Commitment to Teaching

- The candidate values the profession of teaching.
- The candidate exhibits a positive attitude toward schools, teaching, students, and parents/guardians.
- The candidate works effectively with professional colleagues and other adults to promote and support student learning.
- The candidate productively participates in school and community activities.

Commitment to Learning and Professional Competence

- The candidate is curious and interested in learning more about students and content areas.
- The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in courses.
- The candidate uses professional knowledge and research to inform practice.

Self-Reflection

- The candidate reflects actively and continuously on and evaluates his or her own behavior and work leading to enhanced teaching and learning.
- The candidate is willing to consider multiple perspectives of his or her own performance.
- The candidate is willing and able to recognize his or her own difficulties or deficiencies and develops potential solutions.