

**Critically Reflective, Equity-Oriented Practitioner:**

Candidates will demonstrate their knowledge of and ability to use the most appropriate culturally responsive and inclusionary practices that support complex and challenging learning and development of all students.

This means that:

- Candidates identify, demonstrate, and advocate for what it means to teach well in a pluralistic, global context
- Candidates actively work to strengthen own practice through reflection and continuing professional and personal development

**Criteria and standards for evaluation:**

	<b>Reflective Practitioner</b>	<b>Professional/Personal Dispositions</b>	<b>Knowledge</b>
Target	Critically examines own practice regularly to guide direction and development of next steps in personal and professional growth	Respects and values individual differences between students, and uses students' diversity to build an inclusive curriculum and teaching strategies that make knowledge accessible to all students	Can identify potential misconceptions and preconceptions students may have about subject matter; makes regular use of diverse instructional strategies based on multiple theories and perspectives
Developing	Knows how to examine own teaching to self-evaluate and has used reflections to develop plans for personal and professional growth	Respect individual student differences and can build inclusive teaching strategies based on them but may have little or no knowledge about or experience with building an inclusive curriculum	Subject matter knowledge does not include anticipation of students' potential misconceptions and preconceptions about the subject matter; can discuss multiple theories and perspectives about teaching and is able to use some diversity
Emerging	Knows importance, and is in the beginning stages, of examining own practice critically but is not yet able to apply reflections towards personal or professional growth	Respects individual student differences and is aware of their value in building lessons and curricula, but is not yet familiar with methods for doing so	Is aware that multiple theories and perspectives about teaching and learning exist but relies primarily on traditional methods; has limited grasp of subjects taught