

Technical Standard Policy for Teacher Education Program

Rationale: The faculty provides the following policy and procedure as a means of identifying the skills and dispositions required to complete any of the majors in the Teacher Education Program that lead to initial teaching certification in New York State. All individuals who study in the Teacher Education Program at Roberts Wesleyan College must be able to meet all academic and technical standards, with or without reasonable accommodations. While it is understood that teacher candidates continually develop their abilities, these standards are essential to the success of the student and entry into the teaching profession. Psychomotor competencies are subject to change at any time. The faculty believes that individuals with disabilities, as defined by the Americans with Disabilities Act, may be able to study and become certified teachers with the use of reasonable accommodations. For further information regarding services and resources for students with disabilities and/or to request accommodations, please contact the Coordinator of Services for Students with Disabilities in the Learning Center (594-6270).

Policy and procedure: All students seeking admission to the Teacher Education Program, whether in the traditional undergraduate, nontraditional undergraduate, or graduate program, will review the technical standards and sign the agreement form as appropriate. The signed Technical Standards Agreement Form is part of the set of documents required to be considered for admission to the Teacher Education Program.

Competency	Requirement (must possess...)	Technical Standard	Teaching Practice Examples
Professional Dispositions and Behaviors	<ul style="list-style-type: none"> • personal integrity, including confidentiality, honesty, and trustworthiness • personal and professional responsibility in work ethic, attendance, punctuality, demeanor, and attire • demonstrated commitment to reflective practice and continuous improvement 	<ul style="list-style-type: none"> • consistently attend class and participate; complete all assignments carefully, and submit them on time • examine and modify one's own behavior when it interferes with one's own or others' learning • accept and use critical feedback to improve one's own learning & teaching practice • communicate with OPE host teacher in a timely and professional manner, fulfill all OPE hours as scheduled • maintain appropriate professional relationships with pupils, host/master teachers, other personnel in P-12 school settings 	<ul style="list-style-type: none"> • maintain confidentiality of assessment data, IEPs, family circumstances • commit – and work – to help every student learn • model values such as responsibility, hard work, and trustworthiness • give students effective feedback that will help them to reflect upon and improve their learning
Social/Emotional	<ul style="list-style-type: none"> • respect and caring for others and self, including sensitivity and appreciation for all kinds of human diversity • ability to collaborate effectively with others • emotional stability to cope 	<ul style="list-style-type: none"> • demonstrate respect for and seek to learn about people who are different from oneself • collaborate with classmates to do group assignments • monitor and self-regulate emotions & behaviors in 	<ul style="list-style-type: none"> • differentiate instruction & assessment for diverse students • use “people-first” language • communicate and collaborate with

	<p>with stressors and function effectively under stress</p> <ul style="list-style-type: none"> • ability to adapt to different environments and varied expectations • emotional health and energy to fulfill daily responsibilities 	<p>college and P-12 classrooms</p> <ul style="list-style-type: none"> • manage time and energy to fulfill responsibilities in college & P-12 classes 	<p>students, families, and colleagues</p> <ul style="list-style-type: none"> • promote prosocial behaviors and resolve classroom conflicts • implement BIP (behavior intervention plan) for students with emotional or behavioral problems
Communication	<ul style="list-style-type: none"> • ability to speak clearly and effectively, using professional language, providing a good speaking model for students • ability to write clearly and effectively, using standard writing conventions, modeling appropriate written communication • ability to self-regulate in social interactions, demonstrating awareness of non-verbal as well as verbal communication • ability to use technology as a tool for communication 	<ul style="list-style-type: none"> • demonstrate effective public speaking skills in class presentations • teach effective mini-lessons • communicate confidence and ability to lead/manage a group through “teacher presence,” posture, & poise • demonstrate ability and disposition to communicate in a professional manner (in person, email, voicemail, etc.) • demonstrate effective writing skills in course assignments and OPE/ student teaching reflections 	<ul style="list-style-type: none"> • communicate behavioral expectations and manage classroom behavior • give clear directions • communicate with parents/guardians about the strengths, needs, and progress of their children
Cognitive	<ul style="list-style-type: none"> • ability to meet academic standards required by TEP and NYSED for certification • ability to read and comprehend complex text • ability to think critically and abstractly • ability to plan, instruct, and assess student learning • ability to problem-solve and make sound judgments in response to varied situations • ability to gather, interpret, and use data to understand & improve student learning 	<ul style="list-style-type: none"> • meet and maintain all required minimum GPAs • recall, interpret, analyze and apply information from varied sources, inc. reading, research, lecture, discussion, & observations • create lesson and unit plans aligned with CCSS and TEP templates • use a variety of strategies to engage diverse students and promote learning • demonstrate problem solving and reasoning abilities through reflections and case study analyses • demonstrate requisite content knowledge 	<ul style="list-style-type: none"> • CCSS in English Language Arts and Mathematics; NGSS (science standards); Social Studies framework • differentiated instruction • summative and formative assessment • data-driven instruction • assessment for special education • diagnostic and prescriptive teaching
Psychomotor	<ul style="list-style-type: none"> • ability to utilize the data typically received by the senses • ability to attend to cognitive and psychomotor tasks as required for teaching 	<ul style="list-style-type: none"> • demonstrate physical health & stamina required to fulfill course and P-12 classroom responsibilities 	<ul style="list-style-type: none"> • varied responsibilities, including classroom behavior management, cafeteria, playground, and bus duty

