

Personal

Character (Sockett, 2006) [Self-knowledge, Integrity]

- **Exhibits fairness** in their words and actions (NCATE, 2001).
- **Prioritizes** honesty in all communications (Damon, 2007; NCATE, 2001).
- **Models** responsibility and diligence (Damon, 2007).
- **Translates** intention into action (Nelsen, 2015).
- **Avoids** impulsiveness and explosiveness (Costa & Kallick, 2008; Damon, 2007).
- **Has** high self-efficacy (Hillman et al., 2006).
- **Maintains** high expectations (Hillman et al., 2006).
- **"Makes judgments** with a minimum of personal bias" (Katz & Rath, 1985).
- **Takes** responsible risks (Costa & Kallick, 2008).

Intellect/Rules (Sockett, 2006) [Wisdom, Consistency, Open-mindedness]

- **Persists** with flexibility and patience knowing that "teaching expertise can be learned, develops over time, and is not linear" (InTASC, 2013, p.11; Costa & Kallick, 2008).
- **"Thinks** about thinking (metacognition)" (Costa & Kallick, 2008).
- **"Strives** for accuracy" (Costa & Kallick, 2008).
- **"Questions** and **poses** problems" (Costa & Kallick, 2008).
- **"Applies** past knowledge to new situations" (Costa & Kallick, 2008).
- **"Gathers data** through all senses" (Costa & Kallick, 2008).
- **"Creates, imagines, and innovates"** (Costa & Kallick, 2008).
- **"Remains open** to continuous learning" (Costa & Kallick, 2008).
- **Communicates clearly** both orally and in writing (Hillman et al., 2006).
- **Manages** time and resources effectively (Hillman et al., 2006).
- **Leverages plasticity** to learn from experience and apply learning to future situations (Dewey, 1985; Nelsen, 2015).
- **"Symbolizes** and **interprets** personal experiences" (Katz & Rath, 1985).
- **"Acts** independently to solve problems" (Katz & Rath, 1985).
- **"Looks** for patterns among cases that appear to be unique" (Katz & Rath, 1985).

Care/Empathy (Bok, 2006; Hillman et al., 2006; Sockett, 2006) [Receptivity, Relatedness, Responsiveness]

- “**Listens** with *empathy and understanding*” (Costa & Kallick, 2008).
- “**Thinks** and **communicates** with *clarity and precision*” (Costa & Kallick, 2008).
- “**Responds** with *wonderment and awe* (Costa & Kallick, 2008).
- **Maintains sensitivity** towards others (Hillman et al., 2006).
- **Empathizes** with learners given the knowledge that “*learning and teaching are complex*” (InTASC, 2013, p.11).
- **Exhibits care** for both the *development of the teacher candidate’s pedagogical knowledge and skills* and their *well-being* (Badger, 2012; National Council for Accreditation of Teacher Education [NCATE], 2001).
- **Takes seriously** *alternative interpretive frames* that grant *perspective on behaviors and learning* (Nelsen, 2015).
- **Recognizes** that an individual’s *beliefs and ideas* about the world *impact dispositions* (Nelsen, 2015).
- “**Understands** the feelings of [teacher candidates]” (Katz & Rath, 1985).
- “**Encourages** and **reassures** [teacher candidates]” (Katz & Rath, 1985).
- “**Maintains rapport** with [teacher candidates]” (Katz & Rath, 1985).

Pedagogical

Curricular and Instructional Support (Burns et al., 2020)

- **Believes** that *all students can learn* (NCATE, 2001).
- “**Is attuned to** *context, its impact on teacher actions, and subsequently, teacher developmental stages and supports*” (InTASC, 2013; Nelsen, 2015).
- **Maintains perspective** that “*it’s about the teaching practice and not about the individual teacher*” (InTASC, 2013, p. 12).
- **Attunes** teacher candidates and teachers to their *decision-making as a tool for reflective praxis* (Diez, 2007).
- **Connects** *their work* to the *entirety of the educator preparation program* and to the *community* (Nelsen, 2015).
- **Develops and encourages the development of** “*novel, flexible responses to the particularities of a unique context*” (Nelsen, 2015, p. 92).
- “**Uses a variety** of *teaching methods and models*” (Katz & Rath, 1985).

- **“Re-shapes plans** after *[P-12 students] have reacted to them*” (Katz & Raths, 1985).
- **“Reads** studies about the *cognitive and affective development of children*” (Katz & Raths, 1985).

Professional

Collaboration and Community (Burns et al., 2020; Hillman et al., 2006)

- **Embraces individual and collaborative reflective practice** knowing that *“growth can occur through reflection upon experience, feedback, or individual or group professional learning experiences”* (InTASC, 2013, p.11; Hillman et al., 2006).
- **Recognizes** that the *mentor/cooperating/host teacher* plays an *important and critical* role in the coaching experience of teacher candidates (Addelman et al., 2024; Gardiner & Weisling, 2024).
- **Thinks interdependently** (Costa & Kallick, 2008)
 - Evidence: longer school visits, more time spent with mentor/cooperating/host teachers (Beck & Kosnik, 2002)
- **Takes accountability** to lead the *triad of teacher educator, mentor/cooperating/host teacher, and teacher candidate* while ensuring *power is equally shared* among all members (Addelman et al, 2024).
- **Engages flexibility and openness** in order to *foster reciprocal relationships* among *all contributors* of teacher candidate development (Badger, 2012).
- **Values** the *perspectives and experiences* of the *teacher candidate* and *P-12 students* (Badger, 2012).
- **Co-inquires** (alongside teacher candidates, as colleagues) about the ways in which background (e.g., personal, professional, and situational) inspires judgment and action (Addelman et al., 2024; Nelsen, 2015).
- **“Interprets** the *views of others*” (Katz & Raths, 1985).
- **“Establishes** reciprocally *mutual and cooperative relationships*” (Katz & Raths, 1985).
- **“Distinguishes** between what is meant and what is said; to *“read” the meaning of behavior*” (Katz & Raths, 1985).

- “**Seeks help** [...] from others or from the literature *when confronted with a problem*” (Katz & Rath, 1985).

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