

UCA COE EPP Proficiencies*

The University of Central Arkansas College of Education (UCA COE) promotes every educator's sense of professional efficacy. Professional efficacy influences an educator's sense of responsibility and confidence in supporting the academic growth and development of all learners. The UCA COE and its candidates are committed to supporting the success of all learners, recognizing and responding to individual differences in background, experience, and perspective. Candidates engage learners in authentic practices that develop awareness, understanding, and respect for individual differences and their relevance to effective teaching, learning, and schooling through enacting the proficiencies established by the [UCA COE to guide candidate practice](#).

1. Demonstrate efficacy by adapting planning and practice to meet learner needs and by advocating for learners. (TESS 1)

- a. Plan for all learners as individuals with differing backgrounds, abilities, perspectives, languages, and dialects to achieve at high levels; persist in helping each learner reach full potential
- b. Design learning experiences using strategies that build on learners' individual strengths, self-direction, and ownership of learning
- c. Differentiate instruction and assessments for use with each learner's strengths to promote growth and development
- d. Modify and accommodate teaching, learning, and schooling for relevance, accessibility, and rigor
- e. Analyze assessment data for patterns that emerge specific to learner subpopulations and to minimize bias within assessments.

2. Promote harmony within the classroom and among family, school, and community spheres of learning; build local and global learning communities; and respect and value individual and group differences within all communities. (TESS 2)

- a. Respect families' beliefs, norms, and expectations; seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- b. Work with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- c. Use technological tools, techniques, and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

3. Use multiple perspectives to enhance learning and relationships. (TESS 2, 3)

- a. Reflect on personal assumptions and seek resources to better understand learners' backgrounds and experiences in order to build stronger relationships and design meaningful learning experiences.
- b. Incorporate how personal background, perspectives, and prior experiences influence perceptions and expectations in the learning environment.
- c. Bring multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms and acknowledge and appropriately respond to assumptions or misunderstandings that may affect the learning environment.

4. Respect each learner's culture and language and the influences on learning; incorporate tools of language development into planning and instruction of content. (TESS 3)

- a. Acknowledge each learner's cognitive, linguistic, social, emotional, and physical development influences on learning; make instructional decisions that build on learners' strengths and needs.
- b. Incorporate tools of language development into planning and facilitation of curricular content, instructional strategies, and assessment techniques, including strategies for making content accessible to English language learners and for evaluating and supporting all learners' development of English proficiency. With the assistance of ELL personnel, seek to evaluate English language learners' prior content knowledge.

5. Advance cultural competence to increase learner engagement and achievement and enhance teacher self-efficacy. (TESS 4)

- a. Reflect on practices, maintain records, and communicate frequently with learners and families in ways that respect and support learners' cultural characteristics, academic strengths and challenges, and social interactions.
- b. Collaborate with colleagues and attend professional development related to advancing cultural competence and incorporate new cultural competence into practices.
- c. Strengthen connections between and among classrooms, homes, and communities and seek resources to enrich curriculum, instruction, and assessment.
- d. Distinguish and articulate the significance of students' educational benefits and the impact of varied learner backgrounds, perspectives, and experiences.

**EPP Proficiencies Mapped to Existing Key Assessments[∞]
for Initial Licensure Programs**

1. Demonstrate efficacy by adapting planning and practice to meet learner needs and by advocating for learners. (*aligns with TESS, Domain 1, Planning and Preparation*)

- a. Plan for all learners as individuals with differing backgrounds, abilities, perspectives, languages, and dialects to achieve at high levels; persist in helping each learner reach full potential
- b. Design learning experiences using strategies that build on learners' individual strengths, self-direction, and ownership of learning
- c. Differentiate instruction and assessments for use with each learner's strengths to promote growth and development
- d. Modify and accommodate teaching, learning, and schooling for relevance, accessibility, and rigor
- e. Analyze assessment data for patterns that emerge specific to learner subpopulations and to minimize bias within assessments.

EVIDENCE – ALIGNMENT TO KEY ASSESSMENTS

Unit Plan-1a, 1b, 1c, 1d, 1e

ISLP- 1a, 1b, 1c, 1d, 1e

TESS- 1a (TESS 1b)

1b (TESS 1c, 1e)

1c (TESS 1a, 1e)

1d (TESS 1d)

1e (TESS 1f)

Multicultural Efficacy Survey

Q23=1b

Q43 = 1a, 1b, 1c, 1e

Q27=1d

Q45 = 1c

Q28=1d

Q25 = 1c, 1d

Q29=1d

Missing Q31-Q35

Q36(3)=1b, 1c, 1d

Q36(5)=1b, 1c, 1d Q36(7)=1d

Q36(39)=1b

Q36(9)=1b

End of Program Survey

(Undergraduate/MAT) Q42(2) = 1c Q36(11)=1b, 1c Q36(13)=1d

Q42(7) = 1d

Q36(15)=1a

Q42(8) = 1e

Q36(27)=1d

Q42(9) = 1d, 1e

2. . Promote harmony within the classroom and among family, school, and community spheres of learning; build local and global learning communities; and respect and value individual and group differences within all communities. (*aligns with TESS, Domain 2,*

Environment)

- a. Respect families' beliefs, norms, and expectations; seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- b. Work with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- c. Use technological tools, techniques, and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

EVIDENCE – ALIGNMENT TO KEY ASSESSMENTS

Unit Plan 2a

ISLT- 2a

TESS- 2a (TESS 2a, 2b, 2c, 2d, 2e)

2b (TESS 2a, 2b, 2c, 2d, 2e)

2c (TESS 2a, 2b, 2c, 2d, 2e)

Multicultural Efficacy Survey

Q23=2a, 2b, 2c

2a, 2b, 2c

Q24=2a, 2b, 2c

Q42(13) = 2a, 2b, 2c

Q27=2a, 2b, 2c

Q42(14) = 2c

Q28=2a, 2b, 2c

Q45 = 2a

Q29=2a, 2b, 2c

Q27 = 2a, 2b, 2c

Q36(3)=2a, 2b, 2c

Q36(15)=2a, 2b, 2c Q36(17)=2a, 2b,

Q36(5)=2a, 2b, 2c

2c Q36(19)=2a, 2b, 2c Q36(21)=2a,

Q36(7)=2a, 2b, 2c

2b, 2c Q36(23)=2a, 2b, 2c

Q36(9)=2a, 2b, 2c

Q36(25)=2a, 2b, 2c Q36(27)=2a, 2b,

Q36(11)=2a, 2b, 2c

2c Q36(33)=2a, 2b, 2c Q36(35)=2a,

Q36(13)=2a, 2b, 2c

2b, 2c Q36(37)=2a, 2b, 2c

End of Program Survey

Q36(39)=2a, 2b, 2c

(Undergraduate/MAT) Q42(3) =

3. Use multiple perspectives to enhance learning and relationships.

(aligns with TESS, Domain 2, Environment, and Domain 3, Instruction)

- a. Reflect on personal assumptions and seek resources to better understand learners' backgrounds and experiences in order to build stronger relationships and design meaningful learning experiences.
- b. Incorporate how personal background, perspectives, and prior experiences influence perceptions and expectations in the learning environment.
- c. Bring multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms and acknowledge and appropriately respond to assumptions or misunderstandings that may affect the learning environment.

EVIDENCE – ALIGNMENT TO KEY ASSESSMENTS

Unit Plan-3a, 3b, 3c

ISLT- 3a, 3b, 3c

TESS- 3a (TESS 2a, 2b, 2c, 2d, 2e;3a, 3b,

3c, 3d, 3e)

3b (TESS 2a, 2b, 2c, 2d, 2e, 3a,

3b, 3c, 3d, 3e)

Multicultural Efficacy Survey

Q23=3a, 3b, 3c

Q24=3a, 3b, 3c

Q27=3a, 3b, 3c

Q28=3a, 3b, 3c

Q29=3a, 3b, 3c

Q36(3)=3a, 3b, 3c

Q36(5)=3a, 3b, 3c

Q36(7)=3a, 3b, 3c

Q36(9)=3a, 3b, 3c

Q36(11)=3a, 3b, 3c

Q36(13)=3a, 3b, 3c

End of Program Survey

(Undergraduate/MAT) Q42(7) =

3b, 3c

Q42(9) = 3a

Q43 = 3b, 3c

Q36(15)=3a, 3b, 3c Q36(17)=3a, 3b,

3c Q36(19)=3a, 3b, 3c Q36(21)=3a,

3b, 3c Q36(23)=3a, 3b, 3c

Q36(25)=3a, 3b, 3c Q36(27)=3a, 3b,

3c Q36(33)=3a, 3b, 3c Q36(35)=3a,

3b, 3c Q36(37)=3a, 3b, 3c

Q36(39)=3a, 3b, 3

4. Respect each learner's culture and language and the influences on learning; incorporate tools of language development into planning and instruction of content. (aligns with TESS, Domain 3, Instruction)

a. Acknowledge each learner's cognitive, linguistic, social, emotional, and physical development influences on learning; make instructional decisions that build on learners' strengths and needs.

b. Incorporate tools of language development into planning and facilitation of curricular content, instructional strategies, and assessment techniques, including strategies for making content accessible to English language learners and for evaluating and supporting all learners' development of English proficiency. With the assistance of ELL personnel, seek to evaluate English language learners' prior content knowledge.

EVIDENCE – ALIGNMENT TO KEY ASSESSMENTS

Unit Plan-4a, 4b

ISLP- 4a, 4b

TESS- 4a (TESS 3a, 3b, 3c, 3d, 3e)

4b (TESS 3a, 3b, 3c, 3d, 3e)

Multicultural Efficacy Survey 1

Q23=4a, 4b

Q24=4a

Missing Q25 and Q26

Q27=4a, 4b

Q28=4a, 4b

Q29=4a, 4b

Q36(3)=4a, 4b

Q36(5)=4a, 4b

Q36(7)=4a, 4b

Q36(9)=4a, 4b

Q36(11)=4a, 4b

End of Program Survey

(Undergraduate/MAT) Q42(2) =

4a

Q42(8) = 4b

Q42(9) = 4b

Q42(10) = 4a

Q45 = 4a, 4b

Q36(14)=4a, 4b Q36(15)=4a, 4b

Q36(17)=4a, 4b Q36(19)=4a, 4b

Q36(21)=4a, 4b Q36(23)=4a, 4b Q36(35)=4a, 4b Q36(37)=4a, 4b
Q36(25)=4a, 4b Q36(27)=4a, 4b Q36(39)=4a, 4b

10

5. Advance cultural competence to increase learner engagement and achievement and enhance teacher self-efficacy. (*aligns with TESS, Domain 4, Professionalism*)

- a. Reflect on practices, maintain records, and communicate frequently with learners and families in ways that respect and support learners' cultural characteristics, academic strengths and challenges, and social interactions.
- b. Collaborate with colleagues and attend professional development related to advancing cultural competence and incorporate new cultural competence into practices.
- c. Strengthen connections between and among classrooms, homes, and communities and seek resources to enrich curriculum, instruction, and assessment.
- d. Distinguish and articulate the significance of students' educational benefits and impact of varied learner backgrounds, perspectives, and experiences.

EVIDENCE – ALIGNMENT TO KEY ASSESSMENTS

Unit Plan-5a, 5b, 5c

ISLP- 5a, 5b, 5c

TESS- 5a, 5b, 5c (TESS 4a, 4b, 4c, 4d, 4e, 4f)

5b (TESS 4a, 4b, 4c, 4d, 4e, 4f)

5c (TESS 4a, 4b, 4c, 4d, 4e, 4f)

5d (TESS 4a, 4b, 4c, 4d, 4e, 4f)

Multicultural Efficacy Survey 1

Q23=5a, 5b, 5c

Q24=5a, 5c

Missing Q25 and Q26

Q27=5a, 5b, 5c

Q28=5a, 5b, 5c

Q29=5a, 5b, 5c

Q36(3)=5a, 5b, 5c

Q36(5)=5a, 5b, 5c

Q36(7)=5a, 5b, 5c

Q36(9)=5a, 5b, 5c

Q36(11)=5a, 5b, 5c

Q36(13)=5a, 5b, 5c

Q36(15)=5a, 5b, 5c

Q36(17)=5a, 5b, 5c

Q36(18)=5d

End of Program Survey

(Undergraduate/MAT) Q42(2) = 5a

Q42(9) = 5a, 5d

Q42(12) = 5b

Q42(13) = 5a, 5c

Q43 = 5a, 5c

Q27 = 5a, 5c, 5d

Q36(19)=5a, 5b, 5c Q36(21)=5a, 5b, 5c

Q36(22)=5d

Q36(23)=5a, 5b, 5c Q36(25)=5a, 5b, 5c

Q36(27)=5a, 5b, 5c Q36(28)=5d

Q36(30)=5d

Q36(32)=5d

Q36(34)=5d

Q36(35)=5a, 5b, 5c. 5d Q36(37)=5a,

5b, 5c Q36(39)=5a, 5b, 5c Q36(40)=5d

11

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