College of Education Professional Dispositions

What are dispositions of a great teacher? As a teacher candidate in the College of Education, you will be expected to develop and demonstrate a variety of dispositions - ways of interacting with people - that are appropriate for teachers and contribute to good teaching. Some of these dispositions are based on common-sense principles of courtesy, democracy, respect for others from diverse cultures, and fair play that should be part of ordinary, everyday life and that you have learned at home and in school. Others are forms of behavior that are specific to teaching and may be new to you. In either case, you will be evaluated on your dispositions in the university setting and field work and you will be expected to conduct yourself appropriately. Students must demonstrate adherence to these dispositional guidelines to maintain enrollment in the education program and in field/clinical work.

The Teacher Candidate

1. Holds high expectations for all students and believes all children can learn as evidenced by:

   In the University Setting:
   • Appropriately behaving during classroom participation and statements on written work
   • Producing written work indicating that the candidate uses multiple strategies and applies modifications to address the needs of all learners

   In P-12 Settings:
   • Nurturing students’ desires to learn and achieve
   • Setting appropriate goals, based upon on-going assessment
   • Using multiple strategies and applying modifications to address the needs of all learners

2. Respects diversity, cultural differences, and treats students and colleagues equitably as evidenced by:

   In the University Setting:
   • Interacting appropriately with diverse peers, instructors, and other individuals (e.g. practices an ethical philosophy that promotes fairness, honesty and compassion; recognizes the context of interactions)
   • Speaking and acting in ways that communicate respect for diverse peers, instructors, P-12 students and other individuals
   • Producing written work and/or displaying behavior indicating awareness of the need to foster a positive environment in the classroom
   • Producing written work and performance indicating the use of multiple strategies and modifications needed to address the needs of all learners
   • Displaying the ability to identify and analyze the complexity of race, ethnicity, religion, class, language, gender, sexual orientation and privilege in American society and their impact on teaching and learning.
   • Recognizing and respecting authority

   In P-12 Settings:
   • Valuing individual differences, including race, gender, ethnicity, religion, ability, socioeconomic status, and sexual orientation
   • Enabling boys and girls to equally participate in all activities and educational opportunities
   • Respecting and displaying consideration for all students in lesson plans, planned activities and other written products
   • Appropriately interacting with diverse peers, instructors, and other individuals (e.g. practices an ethical philosophy that promotes fairness, honestly and compassion; recognizes the context of interactions)
3. **Demonstrates openness to new ideas by participating in professional development and other lifelong learning activities as evidenced by:**

**In the University Setting:**
- Being open to feedback from instructors, university supervisor and cooperating teacher
- Producing written work and/or performance demonstrating use of best practices and or new knowledge based on research
- Displaying pursuit of new knowledge and ideas, and the willingness to try new things
- Participating in professional development activities
- Seeing guidance, supervision and feedback; being receptive to multiple perspectives
- Investing significant effort in learning
- Modifying behavior when provided with new information or experiences

**In P-12 Setting:**
- Expanding knowledge through professional activities (e.g., reads, attends conferences, in-service)
- Learning from students as well as teaching them
- Demonstrating initiative

4. **Reflects upon teaching: “What do I do? Why do I do it? How can I do it better?” as evidenced by:**

**In the University Setting:**
- Analyzing, prioritizing and learning from reflection and feedback from others
- Engaging in critical thinking and self-directed learning
- Seeking out, developing, and continually refining practices that address the needs of students
- Taking responsibility for successes and mistakes; seeks remedies for mistakes

**In P-12 Setting:**
- Maintaining a reflective journal
- Understanding the teaching –learning assessment connection
- Improving student learning outcomes through reflection
- Reflecting on professional and personal attitudes/behaviors, and modifying them based on feedback
- Taking responsibility for successes and mistakes; seeking remedies for mistakes

5. **Exemplifies high professional and ethical standards as evidenced by:**

**In the University Setting:**
- Attending all classes and required activities
- Demonstrating an overall work ethic necessary to promoting success as an educator (e.g. meets deadlines for assignments and professional tasks)
- Displaying punctuality, confidentiality, and reliability in meeting all responsibilities and duties
- Demonstrating honesty and adherence to school policies and procedures
- Preparing for class
- Meeting high standards in all work
- Adhering to University Code of Conduct Guidelines/Policies and refraining from infractions, violations, and sanctions
- Demonstrating flexibility and adaptability in adjusting to changes and challenges
- Restricting the usage of personal communication devices, such as phones and tablets in the university classroom (exception: when the device is the property of the school and is being used under supervision for instructional purposes) as per the standards of the instructor

**In P-12 Setting:**
- Modeling honesty, fairness and respect for individuals and for the laws of society
- Abiding by the NEA/CEC Code of Ethics and the policies and procedures of the school
- Demonstrating reliability, punctuality and flexibility (in adjusting to changes in requirements, setting placements, etc.)
- Dressing appropriately and professionally and being well-groomed
- Respecting personal space and maintaining appropriate physical boundaries with self, students, parents, and members of the school community
• Considering and adhering to guidelines of confidentiality
• Restricting the usage of personal communication devices, such as phones and tablets when working with students, supervisors and cooperating teachers, as well as during observation (exception: when the device is the property of the school and is being used under supervision for instructional purposes)

6. Works collaboratively with colleagues and families as evidenced by:

In the University Setting:
• Working cooperatively with peers, faculty, colleagues and others
• Assisting others in the university classroom as well as accepting help from others
• Utilizing appropriate interpersonal, listening, and communication skills including digital communication
• Acknowledging, compromising, and hearing and respecting others’ opinions in groups

In P-12 Settings:
• Establishing open and appropriate lines of communication with colleagues/supervisory personnel
• Participating actively and responsibly in school-wide activities
• Collaborating with parents and school community members to support student learning
• Seeking opportunities to build strong partnerships with parents and community members
• Participating in programs which involve parents in school related organizations and activities

7. Communicates appropriately with university and school personnel and students as evidenced by:

In the University Setting:
• Listening and responding appropriately to others
• Engaging actively in class
• Using appropriate eye contact, tone, affect, and voice projection
• Providing respectful and professional communication in all mediums (written, email, and phone communications) and to all audiences (students, teachers, school community members, supervisors, and parents)
• Providing accurate, appropriately researched information
• Striving to maintain proper grammatical writing in all communications and assignments

In the P-12 Setting:
• Engaging actively the class
• Using appropriate eye contact, tone, affect, and voice projection
• Providing respectful and professional communication in all mediums (written, email, and phone communications) and to all audiences (students, teachers, school community members, supervisors, and parents)
• Providing accurate, appropriately researched information
• Striving to maintain proper grammatical writing in all communications

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