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 <u>as evidenced by:</u>

<u>In the University Setting:</u>
- 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

<u>In P-12 Setting;</u>
- 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?" <u>as evidenced by:</u>

<u>In the University Setting:</u>
- 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

<u>In P-12 Setting:</u>
- 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 <u>as evidenced by:</u>

<u>In the University Setting:</u>
- 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

<u>In P-12 Settings:</u>
- 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