

Whitlowe R. Green College of Education defines dispositions as patterns of professional behaviors shown toward students, families, colleagues, and other members of learning communities. These dispositions affect student learning, motivation, and development in addition to having an impact on the candidate's professional growth. In addition to skill set related standards evaluated using programmatic assessments, the unit committees have agreed upon professional dispositions that reflect the core values of the Unit. These twelve core values outline the dispositions that the faculty, unit, and professional community value in teachers and other professional school personnel and are directly related on to the Conceptual framework of the Unit. All candidates in the College of Education, both at the initial and advanced levels, are expected to demonstrate these dispositions. Each candidate's disposition is assessed by the candidate as well as the course instructor in order to ensure consistency and minimize bias. The results are a data set composed of the compounded average of a self-assessment by the candidate's and the course instructor's assessment.

Uses self reflection on previous experiences to refine personal and professional practices

Practices meaningful reflective self-assessment.

Applies reflective thinking to improve student learning.

Seeks feedback from colleagues and supervisors for improvement of professional skills.

Responds proactively to assessments by supervisors to address areas of concern.

Understands student learning is the goal and the teacher or administrator's role is to maximize growth, development, and learning opportunities for each student.

Encourages classroom interaction.

Has high expectations for all students.

Treats students with dignity and respect at all times.

Arrives prepared and on time.

Creates and maintains a safe learning environment

Understands and demonstrates the use of instructional strategies including, motivational techniques to successfully and actively engage students in the learning process.

Is a thoughtful and responsive listener.

Uses a variety of strategies to optimize student learning.

Is sensitive to student differences.

Understands students have needs that must be met before learning can take place

Acknowledges the varied characteristics of all students and the need for instructional materials, which are developmentally appropriate.

Exhibits a caring attitude toward students and others.

Accepts and adapts to differences in learning styles, intelligence, and behaviors of others.

Is open to consideration of alternative ideas.

Adapts teaching to accommodate the needs of exceptional learners.

Treats others with diverse values, languages, cultures, and traditions with respect

Possesses a strong academic knowledge base in the subject area, across disciplines, and in life applications.

Creates connections to subject matter that are meaningful to students.

Collaborates with others in implementing a common curriculum

Initiates research when content and pedagogical knowledge is insufficient

Work indicates engagement in course content and process.

Understands the use of on-going assessments to identify P-12 students' strengths and challenges.

Is familiar with, and uses different kinds of assessments

Applies assessments before, during, and after the instructional process to evaluate learning progress

Knows how to prepare and use authentic assessments to measure performance-based learning tasks.

Understands norm-referenced testing and its application to instruction.

Uses evaluation and assessment to guide instruction.

Creates and uses scoring guides/rubrics to guide assessments.

Understands and demonstrates appropriate use of technology as part of the learning process.

Provides different and alternate approaches to learning.

Stays abreast of educational technology innovations.

Uses technology to communicate effectively with students, parents, and peers.

Persistent in seeking different and varied methodologies, strategies, and technologies to address the needs of diverse learners through culturally relevant and sensitive curricula and pedagogies.

Demonstrates equitable treatment and respect for all individuals.

Adjusts and revises plans to meet student needs.

Demonstrates a commitment to equity in learning

Understands the role and importance of parents, staff, community members and other professionals in the learning process for students.

Communicates effectively with colleagues, parents, and students.

Respects the opinions and contribution of others.

Participates in group assignments, projects, or activities.

Makes significant contributions to group projects.

Serves as leader in group projects and workshop activities.

Designs and uses instructional collaborative activities and assignments.

Demonstrates ethical behavior in personal and professional relationships.

Complies with all legal requirements of the education profession.

Demonstrates academic and professional integrity.

Uses professional language to address students, peers and instructors.

Respects the ethical and moral values of the school and community.

Abides by the strictest standards of confidentiality with student records, parent communication, and collegial personal information.

Maintains appropriate professional appearance.

Seeks research and professionally based information to improve his/her educational practices.

Is committed to study and self-discipline to gain knowledge.

Seeks the most current thought and modes of practice in the field of education.

Maintains an open mind to new ideas

Demonstrates a willingness to learn

Acts in a manner that shows a belief that that all children can learn, and demonstrates dedication, enthusiasm and respect for the profession

Believes that all children can learn.

Embraces positive attitudes and a commitment to quality education.

Builds working relationships with others in the profession.

Participates in professional organizations.
Approaches professional tasks energetically.
Develops positive skills of leadership.