

**Dispositions: Department of Teaching and Learning
College of Education & Human Development**

The disposition statements are written as actions or behaviors that can be measured. It should be recognized that dispositions can be learned and are not equivalent to personality traits. Dispositions are also not the same as teaching and management skills.

Dispositions are defined as the values, commitments, and professional ethics that influence behavior toward students or clients, families, colleagues, and community members. Dispositions indicate a candidate's ability to influence students' or clients' growth, motivation, and development.

The dispositions that follow are expected of Southeastern Louisiana University's COEHD candidates in the university classroom and in schools and other community settings. To complete the instrument, faculty are instructed to use the observable action statements as evidence of candidates' dispositions. Dispositions are *not* intended to be course-specific *nor* replace the Louisiana Components of Effective Teaching or other standards.

Professional Dispositions & Observable Action Statements

| <u>Dispositions</u> Affective Attributes/Habits of Mind/Beliefs | <u>Evidence of Dispositions</u> Assessment of Observable Actions |
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- A. Reliability: The candidate demonstrates reliability.**
1. The candidate arrives promptly at university classes, prepared for activities presented, and maintains a high level of interest during lectures, presentations/discussions.
 2. The candidate completes university course assignments and tasks satisfactorily, on time, and without prompting.
 3. The candidate attends all classes and field/clinical experiences on time, is organized, and is prepared to contribute.
- B. Professional Image: The candidate values and projects a professional image (appearance and demeanor) for field/clinical experiences and school-related functions (e.g., meetings, school open houses).**
1. The candidate's attire meets accepted conventions in university classes.
 2. The candidate's attire meets standards for professionalism during field/clinical experiences. The candidate adheres to dress codes of the school system, a particular school, or community agency.
- C. Speech and Non-verbal Communication: The candidate values correct and effective speech and non-verbal communication with students, clients, and adults with whom he or she interacts (e.g., mentors, supervisors, university instructors, colleagues, administrators, and parents).**
1. The candidate uses correct grammar and conventions of speech, voice quality and modulation in university classrooms.
 2. The candidate uses correct grammar and conventions of English speech, voice quality and modulation during field/clinical experiences.
 3. The candidate listens well and responds appropriately, as well as uses positive body language and facial expressions in university classrooms.

4. The candidate listens well and responds appropriately, as well as uses positive body language and facial expressions during field/clinical experiences.
5. The candidate seeks additional opportunities for professional development.

D. Written Communication: The candidate values correct, appropriate, and effective written communication with students or clients and adults with whom he or she interacts (e.g., mentors, supervisors, university instructors, colleagues, administrators, and parents).

1. The candidate uses correct grammar, spelling, mechanics (capitalization, punctuation), and other conventions of standard English in her or his correspondence, including e-mail correspondence, and other writing.
2. The candidate models correct and legible manuscript and/or cursive handwriting (form, spacing, size, and neatness) for students or clients.

E. Good Character: The candidate exhibits good character as a representative of the university in school and community settings.

1. The candidate is tactful in her or his interactions with students or clients and adults with whom he or she interacts (e.g., mentors, supervisors, university personnel, peer/colleagues, personnel/staff, administrators, parents, and other adults in field/clinical settings).
2. The candidate conducts himself or herself according to university and school or community organization standards during field/clinical experiences and follows protocols in regard to contact, communication, and follow-up actions with adults with whom he or she interacts (e.g., mentors, supervisors, personnel/staff, peers/colleagues, administrators, and parents).
3. The candidate acts in an ethical manner in all dealings with students or clients and adults with whom she or he interacts (e.g., mentors, supervisors, personnel/staff, peers/colleagues, administrators, and parents).
4. The candidate has met state and legal requirements to work with clients or students in PK-12 schools. Specifically, the candidate has not been convicted of a felony.
5. The candidate adheres to state and federal laws and policies in respect to clients' or students' privacy and confidentiality of information.
6. The candidate demonstrates an awareness of clients' or students' cognitive, emotional, social, and physical well-being.
7. The candidate perceives what to do and say in order to maintain good relations with others and responds accordingly.

F. Interpersonal Skills for Teaching: The candidate values developing and using interpersonal skills necessary to do the daily work required in their field of study.

1. The candidate demonstrates a willingness to work with other professionals to create positive learning opportunities for students or clients.
2. The candidate demonstrates a positive view of others and establishes good rapport with students and clients.
3. The candidate establishes good rapport with peers/colleagues, instructors, and other professionals with whom she or he interacts in educational or clinical settings.
4. The candidate exhibits respectful interactions with others.
5. The candidate works cooperatively with education professionals and persons responsible for students or clients and to advocate for clients' or students' preparation and well-being.

6. The candidate is approachable and interacts effectively with students or clients in class, group, and one-on-one settings in school or community settings.
7. The candidate communicates with parents/guardians or other adults to foster student learning or positive client outcomes.
8. The candidate interacts with students or clients respectfully and appropriately.

G. Reflective Practitioner: The candidate is a reflective practitioner (*intrapersonal* dispositions) who continuously evaluates the effects of her or his choices and actions on others (e.g., students or clients, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.

1. The candidate accurately assesses her or his performance and makes changes accordingly.
2. The candidate seeks constructive feedback from others (e.g., mentor, university professor, and from personal experiences) and makes changes accordingly.
3. The candidate demonstrates self-direction and self-motivation.
4. The candidate displays the ability to act independently and demonstrates accountability.

H. Resilience and Flexibility: The candidate acts with resilience and flexibility to meet the challenges of teaching or working with clients.

1. The candidate displays perseverance in the improvement of pedagogical or other professional practices.
2. The candidate displays perseverance in the improvement of classroom management or management in a clinical setting.
3. The candidate accepts responsibility for all plans and preparations.
4. The candidate is flexible in making adjustments to instructional or clinical circumstances.
5. The candidate is receptive to suggestions and adjusts pedagogical or other professional practices accordingly.

I. Positive Role Model (Classroom or Community Setting Climate, Demeanor, Ethical, Fair): The candidate values serving as a positive role model (*interpersonal* dispositions) for students or clients.

1. The candidate possesses positive interpersonal skills—is patient, optimistic, and approachable.
2. The candidates treat all students or clients equitably and fairly.
3. The candidate establishes and maintains a classroom or community setting climate that is conducive to learning or positive client outcomes.
4. The candidate contributes to a safe, orderly environment that is conducive to learning or positive client outcomes.
5. The candidate demonstrates enthusiasm for the discipline(s) he or she teaches or his or her practices in school or community settings.

J. Commitment to Diversity and Differentiated Practices in Schools and Communities: The candidate considers the multiple experiences and perspectives reflected in schools or clinical settings.

1. The candidate demonstrates respect for intellectual, ethnic, economic, religious, gender, family, language social and cultural differences in her or his interactions with students, parents, colleagues, and other stakeholders.

2. The candidate fosters effective communication and collaboration among students or clients, peers/colleagues, and other stakeholders.

K. Commitment to Student or Client Development Through Planning, Implementing, and Assessing: The candidate demonstrates commitment to foster student or client development in planning, teaching, and assessing growth.

1. The candidate *plans* questions and experiences to develop critical thinking and independent problem solving.
2. The candidate *implements* questions and experiences to develop critical thinking and independent problem solving.
3. The candidate *plans* experiences that are appropriate for the goals, relevant to students or clients, and based upon principles of effective practices.
4. The candidate *implements* experiences that are appropriate for goals, relevant to students or clients, and based upon principles of effective practices.
5. The candidate uses various assessment strategies, accurately and systematically.
6. The candidate informally assesses student or client achievements through observation and student responses.

L. Commitment and Professional Development: The candidate is committed to professional development.

1. The candidate exhibits a professional manner toward duties and behaviors of a professional.
2. The candidate handles the demands of university courses and field experiences.
3. The candidate asks questions and contributes positively to university course discussions.
4. The candidate models behaviors appropriate for a professional.
5. The candidate is an independent learner who engages in continuous professional development outside the classroom or clinical setting, such as attending conferences or workshops, joining professional organizations, reading extensively in his or her field, or exploring resources (e.g., Internet, professional libraries, educational journals).
6. The candidate is committed to the encouragement of appropriate professional practices for himself or herself and colleagues.
7. The candidate demonstrates enthusiasm for the discipline(s) he or she teaches or the field in which she or he practices, stays abreast of new ideas and developments in the field, and sees connections to everyday life.
8. The candidate works cooperatively with mentors, sometimes volunteering to assume the initiative on tasks.
9. The candidate seeks and considers new information, strategies, and perspectives.
10. The candidate tries new strategies in the classroom or clinical setting when given the opportunity.

Professional Dispositions & Observable Action Statements : Assessment Rubric

The rubric is posted on PASS-PORT. The levels (Superior/Exceeds Expectations, Meets Expectations, Approaching Expectations, and Unacceptable) must be sufficient to show growth across both initial and advanced programs.

Professional Dispositions & Observable Action Statements : Assessment Rubric

| | Unacceptable 1 | Approaching Expectations 2 | Meets Expectations 3 | Superior/Exceeds Expectations 4 |
|----------|--|--|---|---|
| A | The candidate is unreliable. He/She is often tardy and/or misses classes and field/clinical experiences. He/She often needs prompting to prepare and be on time for classes and field experiences. | The candidate demonstrates some reliability and is making an effort to arrive on time for classes and field/clinical experiences. He/She needs some prompting from others. | The candidate is usually reliable. He/She usually arrives for classes and field/clinical experiences prepared and on time, without prompting by others. | The candidate is always reliable. He/She always arrives for classes and field/clinical experiences prepared and on time, without prompting by others. |
| B | The candidate does not project a professional image for field/clinical experiences. | The candidate sometimes projects a professional image for field/clinical experiences. | The candidate usually projects a professional image for field/clinical experiences. | The candidate always projects a professional image for field/clinical experiences. |
| C | The candidate often speaks incorrectly and is not taking steps to improve his/her speech and non-verbal communication. | The candidate is taking steps to use correct speech and effective non-verbal communication. | The candidate usually speaks correctly and uses effective non-verbal communication. He/She is taking steps to improve. | The candidate always speaks correctly and uses effective non-verbal communication. |
| D | The candidate does not write effectively, and she/he is not taking steps to improve. | The candidate does not write effectively, but she/he is taking steps to improve. | The candidate usually communicates effectively in writing. She/He is taking steps to improve. | The candidate always communicates effectively in writing. |
| E | The candidate does not exhibit good character as a representative of the university in schools and /or communities, and he/she is not taking steps to improve. | The candidate does not exhibit good character as a representative of the university in schools and/or communities, but he/she is taking steps to improve. | The candidate usually exhibits good character as a representative of the university in schools and /or communities. He/She is taking steps to improve. | The candidate always exhibits good character as a representative of the university in schools and/or communities. |
| F | The candidate does not demonstrate effective interpersonal skills in daily work, and she/he is not taking necessary steps to improve. | The candidate does not demonstrate effective interpersonal skills in her/his daily work, but she/he is taking steps to improve. | The candidate usually demonstrates effective interpersonal skills in his/her daily work. She/He is taking steps to improve. | The candidate always demonstrates effective interpersonal skills in her/his daily work. |

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|----------|---|--|---|--|
| G | The candidate does not act as a reflective practitioner, and he/she is not taking necessary steps to improve. | The candidate does not act as a reflective practitioner, but he/she is taking steps to improve. | The candidate usually acts as a reflective practitioner and is taking steps to improve. | The candidate exemplifies the reflective practitioner. He/She continuously works to grow professionally. |
| H | The candidate is inflexible and is not sufficiently resilient to meet the challenges of teaching/other career-oriented activities. She/He is not taking steps to improve. | The candidate is seldom resilient and somewhat inflexible to meet the challenges of teaching/career-oriented activities, but she/he is taking steps to improve. | The candidate is usually resilient and flexible to meet the challenges of teaching/other career-oriented activities. She/He is taking steps to improve. | The candidate is always resilient and flexible to meet the challenges of teaching/other career-oriented activities. |
| I | The candidate is not a positive role model for students/clients, and he/she is not taking steps to improve. | The candidate is seldom a positive role model for his/her students/clients, but he/she is taking steps to improve. | The candidate is usually a positive role model for his or her students/clients. | The candidate is always a positive role model for his/her students/clients. |
| J | The candidate does not consider multiple experiences and perspectives reflected in schools or clinical settings. She/He is not taking steps to improve. | The candidate sometimes considers multiple experiences and perspectives reflected in schools or clinical settings. She/he takes steps to improve. | The candidate usually considers multiple experiences and perspectives reflected in schools or clinical settings. She/he takes steps to improve. | The candidate considers multiple experiences and perspectives reflected in schools or clinical settings. She/he always identifies ways to improve. |
| K | The candidate always demonstrates a commitment to student/client development through planning, implementing, and assessing growth. She/He is not taking necessary steps to improve. | The candidate sometimes demonstrates a commitment to student/client development and needs to improve in two of three areas: planning, implementing, and assessing growth. He/She is taking steps to improve. | The candidate usually demonstrates a commitment to student/client development but needs to improve in one of three areas: planning, implementing, or assessing learning. She/He is taking steps to improve. | The candidate always demonstrates a commitment to student/client development through planning, implementing, and assessing growth. |
| L | The candidate does not demonstrate commitment to professional development, and she/he is not taking steps to improve. | The candidate sometimes demonstrates commitment to professional development, but he/she is taking steps to improve. | The candidate usually demonstrates commitment to professional development. She/He is taking steps to improve. | The candidate always demonstrates commitment to professional development. |



Dispositions (F11)

Dispositions are defined as the values, commitments, and professional ethics that influence behavior toward students, families, colleagues, and community members and affecting student learning, motivation, and development, as well as a candidate's own professional growth. Dispositions are guided by beliefs and attitudes related to values, such as caring, fairness, honesty, responsibility, and social justice (NCATE, 2001). The dispositions that follow are expected of Southeastern Louisiana University teacher education candidates in the university classroom, in schools, and in communities.

Reliability: The candidate demonstrates reliability.

| Unacceptable | Approaching Expectations | Meets Expectations | Superior/Exceeds Expectations |
|--|--|--|---|
| The candidate is unreliable. He/She is often tardy and/or misses classes and field/clinical experiences. She/He often needs prompting to prepare and be on time for classes and field experiences. | The candidate exhibits some reliability and is making an effort to arrive on time for classes and field/clinical experiences. She/He needs some prompting from others. | The candidate has become more reliable. He/She usually arrives for classes and field/clinical experiences prepared and on time, without prompting by others. | The candidate is always reliable. She/He always arrives for classes and field/clinical experiences prepared and on time, without prompting by others. |

Professional Image: The candidate values and projects a professional image (appearance and demeanor) for field/clinical experiences and school-related functions (e.g., meetings, school open houses).

| Unacceptable | Approaching Expectations | Meets Expectations | Superior/Exceeds Expectations |
|---|---|--|---|
| The candidate does not project a professional image. He/She does not dress appropriately and according to standards for field/clinical experiences. | The candidate sometimes projects a professional image, by dressing appropriately and according to standards for field/clinical experiences. | The candidate usually projects a professional image by dressing appropriately and according to standards for field/clinical experiences. | The candidate always projects a professional image by dressing appropriately and according to standards for field/clinical experiences. |

Speech and Non-verbal Communication: The candidate values correct and effective speech and non-verbal communication with students, clients, and adults with whom he or she interacts (e.g., mentors, supervisors, university instructors, colleagues, administrators, and parents).

| Unacceptable | Approaching Expectations | Meets Expectations | Superior/Exceeds Expectations |
|--|---|--|--|
| The candidate often speaks incorrectly and is not taking steps to improve his/her speech and non-verbal communication. | The candidate is taking steps to use correct speech and effective non-verbal communication. | The candidate usually speaks correctly and uses effective non-verbal communication. She/He is taking steps to improve. | The candidate always speaks correctly and uses effective non-verbal communication. |

Written Communication: The candidate values correct, appropriate, and effective written communication with students or clients and adults with whom he or she interacts (e.g., mentors, supervisors, university instructors, colleagues, administrators, and parents).

| Unacceptable | Approaching Expectations | Meets Expectations | Superior/Exceeds Expectations |
|--|--|---|---|
| The candidate does not write effectively, and she/he is not taking steps to improve. | The candidate does not write effectively, but he/she is taking steps to improve. | The candidate usually communicates effectively in writing. She/He is taking steps to improve. | The candidate always communicates effectively in writing. |

Good Character: The candidate exhibits good character as a representative of the university in school and community settings.

| Unacceptable | Approaching Expectations | Meets Expectations | Superior/Exceeds Expectations |
|--|---|---|---|
| The candidate does not exhibit good character as a representative of the university in schools and /or communities, and he/she is not taking steps to improve. | The candidate does not exhibit good character as a representative of the university in schools and/or communities, but she/he is taking steps to improve. | The candidate usually exhibits good character as a representative of the university in schools and/or communities. He/She is taking steps to improve. | The candidate always exhibits good character as a representative of the university in schools and/or communities. |

Interpersonal Skills for Teaching: The candidate values developing and using interpersonal skills necessary to do the daily work required in their field of study.

| Unacceptable | Approaching Expectations | Meets Expectations | Superior/Exceeds Expectations |
|---|---|---|---|
| The candidate does not demonstrate effective interpersonal skills in daily work, and he/she is not taking steps to improve. | The candidate does not demonstrate effective interpersonal skills in her/his daily work, but she/he is taking steps to improve. | The candidate usually demonstrates effective interpersonal skills in his/her daily work. He/She is taking steps to improve. | The candidate always demonstrates effective interpersonal skills in her/his daily work. |

Reflective Practitioner: The candidate is a reflective practitioner (intrapersonal dispositions) who continuously evaluates the effects of her or his choices and actions on others (e.g., students or clients, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.

| Unacceptable | Approaching Expectations | Meets Expectations | Superior/Exceeds Expectations |
|---|---|---|--|
| The candidate does not act as a reflective practitioner, and she/he is not taking steps to improve. | The candidate does not act as a reflective practitioner, but he/she is taking steps to improve. | The candidate usually acts as a reflective practitioner and is taking steps to improve. | The candidate exemplifies the reflective practitioner. He/She continuously works to grow professionally. |

Resilience and Flexibility: The candidate acts with resilience and flexibility to meet the challenges of teaching or working with clients.

Unacceptable

The candidate is not resilient and flexible to meet the challenges of teaching/other career-oriented activities. He/She is not taking steps to improve.

Approaching Expectations

The candidate is seldom resilient and flexible to meet the challenges of teaching/career-oriented activities, but he/she is taking steps to improve.

Meets Expectations

The candidate is usually resilient and flexible to meet the challenges of teaching/other career-oriented activities. She/He is taking steps to improve.

Superior/Exceeds Expectations

The candidate is always resilient and flexible to meet the challenges of teaching/other career-oriented activities.

Positive Role Model (Classroom or Community Setting Climate, Demeanor, Ethical, Fair): The candidate values serving as a positive role model (interpersonal dispositions) for students and clients.

Unacceptable

The candidate is not a positive role model for students/clients, and she/he is not taking steps to improve.

Approaching Expectations

The candidate is seldom a positive role model for his/her students/clients, but he/she is taking steps to improve.

Meets Expectations

The candidate is usually a positive role model for her/his students/clients.

Superior/Exceeds Expectations

The candidate is always a positive role model for her/his students/clients.

Commitment to Diversity and Differentiated Practices in Schools and communities: The candidate considers the multiple experiences and perspectives reflected in schools or clinical settings.

Unacceptable

The candidate does not exhibit the ability to differentiate instruction and consider multiple experiences reflected in school or clinical settings. She/He is not taking steps to improve.

Approaching Expectations

The candidate does not exhibit the ability to differentiate instruction and consider multiple experiences reflected in school or clinical settings. He/She is taking steps to improve.

Meets Expectations

The candidate exhibits the ability to differentiate instruction and considers multiple experiences reflected in school settings. She/He is taking steps to improve.

Superior/Exceeds Expectations

The candidate differentiates instruction and considers multiple experiences reflected in school or clinical settings and/or communities.

Commitment to Student Development Through Planning, Implementing, and Assessing: The candidate demonstrates commitment to foster student or client development in planning, teaching, and assessing growth.

Unacceptable

The candidate does not demonstrate a commitment to student/client development through planning, implementing, and assessing learning. She/He is not taking steps to improve.

Approaching Expectations

The candidate sometimes demonstrates a commitment to student/client development and needs to improve in two of three areas: planning, implementing, and assessing learning. He/She is taking steps to improve.

Meets Expectations

The candidate usually demonstrates a commitment to student/client development but needs to improve in one of three areas: planning, implementing, or assessing learning. She/He is taking steps to improve.

Superior/Exceeds Expectations

The candidate always demonstrates a commitment to student/client development through planning, implementing, and assessing growth.

Commitment and Professional Development: The candidate is committed to professional development.

| Unacceptable | Approaching Expectations | Meets Expectations | Superior/Exceeds Expectations |
|---|---|---|---|
| The candidate does not demonstrate commitment to professional development, and she/is is not taking steps to improve. | The candidate sometimes demonstrates commitment to professional development, but he/she is taking steps to improve. | The candidate usually demonstrates commitment to professional development. She/He is taking steps to improve. | The candidate always demonstrates commitment to professional development. |

Close