



College of Education and Human Development Candidate Professional Disposition Evaluation

What are professional dispositions?

Professional dispositions are defined as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment (NCATE, 2002).

Why are dispositions important?

Research shows that the attributes of the classroom teacher significantly affect how well students learn. “Recently it has become clear that the quality of the education our children receive depends directly upon the quality of the teachers in our schools. Parents, teachers, educators, and researchers agree that effective teaching happens when the teachers thoroughly know their subjects, have significant teaching skills and possess dispositions that foster growth and learning in students” (Wasiczko, 2002).

The National Council for the Accreditation of Teacher Education (NCATE) has mandated that NCATE accredited colleges of education must assess teacher candidates' professional knowledge, skills, and dispositions necessary to help all students learn.

Why do professional dispositions need to be assessed and when will it happen?

The College of Education and Human Development, in collaboration with the College of Arts and Sciences and the College of Business & Public Administration, is responsible for preparing candidates who have the required knowledge, skills, and dispositions to become effective teachers. Therefore, your initial licensure program will prepare you to demonstrate the knowledge, skills, and dispositions expected of beginning teachers. Faculty and school personnel will evaluate you at various points in the program and provide you with feedback about your progress.

Professional dispositions will be assessed by classroom teachers in each course that has a field experience requirement. Course instructors will assess professional dispositions in select courses not involving a field component. The four levels of professional dispositions assessment include:

Level One Pre-Admission (field experience requirement--classroom teachers report)

T&L 310 Introduction to Early Childhood Education (Co-requisite T&L 286)
T&L 325 Exploring Teaching in Secondary Schools
T&L 330 Introduction to Teaching and Learning in Elementary Schools

Level Two Post-Admission (no field component--university instructors report)

T&L 315 Educating the Exceptional Student (ECE, Elementary, Middle Level majors)
T&L 328 Survey of Children’s Literature (ECE, Elementary)
T&L 335 Understanding Readers and Writers (ECE, Elementary)
T&L 345 Curriculum Development (Secondary, Art, PEXS)
T&L 350 Development and Education of Adolescents (Middle Level and Secondary majors)
T&L 432 Classroom Management (ECE, Elementary, Middle Level majors)
T&L 433 Multicultural Education (All education majors)
T&L 460 Microteaching (Secondary majors)
PEXS 323/323L Introduction to Teaching in Physical Education & Sports Settings (PEXS)

Level Three Pre-Student Teaching (field experience requirement--classroom teachers report)

T&L 486 Field Experience (Co-requisite with methods courses)

Bilingual and ESL	Middle Level (also MS Health)
ECE	Music
Elementary	Physical Education
English--Teaching Literature and Reading or	Science
English--Teaching Composition	Secondary Art Education
Foreign Language	Social Studies
IT	Special Education
Math	

Level Four Student Teaching (classroom teachers and university supervisors report)

T&L 487 (All majors)

T&L 580 Special Education--Practicum in School Problems

All dispositions reports must be completed with a final rating of Acceptable for admission and advancement in Teacher Education. If you receive an "Unacceptable" rating in a field experience, you must complete another field experience successfully before advancing in the program and/or before applying to student teach.

For level two dispositions, each semester Program Area Coordinators will receive an e-mail from the Office of Field Placement indicating in which courses Level Two dispositions assessments are to be conducted. Coordinators will work with faculty to prepare a list detailing which faculty member will assess which Teacher Candidate. Faculty members will instruct their assigned students to share the dispositions form with them in LiveText. Once the document has been shared, faculty should complete it and submit it to LiveText. The student should automatically receive a copy of the completed disposition in their "Inbox". If a student can provide evidence that a Level Two disposition has already been completed a second assessment at this level is not necessary. All Level Two assessments must be completed and submitted by the end of the semester.

Other ways dispositions may be assessed

In addition to the required dispositions' reports, a course instructor, who has a concern about a disposition, will discuss that concern with you and will complete a Professional Dispositions Plan for Improvement form. A copy of this form will be kept in your permanent file and may affect your progress in the program. The course instructor will monitor your progress and submit a brief report within one week of the date upon which the plan was to be accomplished (date is noted on the Professional Dispositions Plan for Improvement form) indicating that you were or were not able to improve. Should you fail to demonstrate improvement, your case will be referred to the Teacher Education Student Review Committee for further consideration and action, which will include specific conditions for continuation and or may result in dismissal from the program.

How are the dispositions determined?

The UND Teacher Education Program Conceptual Model serves to guide faculty and teacher candidates. The Model's three components describe the characteristics of the teacher candidate as desired by the program: Teacher as Learner, Teacher as Active Agent of Learning, and Teacher as Articulate Visionary.

Teacher as Learner addresses our goal of developing teachers who are committed to the continuing process of learning and especially about learning to teach. It requires that we prepare teachers to see learning as a lifelong process and to understand that knowledge is constructed when we make meaningful connections through and among our experiences. Candidates demonstrate **commitment to learning** through their professional behaviors and actions.

Teacher Candidates:

- reflect on teaching by various forms of feedback from instructors, classroom teachers, principals and supervisors
- respond productively and respectfully to feedback from peers, instructors, classroom teachers, principals, and supervisors
- engage in lifelong learning by continuing to learn to teach through professional reading and resources, observing, assessing, seeking to make connections among the role the student plays in learning, and the environments in which learning occurs

Teacher as Active Agent of Learning focuses on the development of teachers who are able to take an active role in promoting the learning of all students. In order to support the learning of others, teacher candidates must master content knowledge, have full knowledge of the learning process, and a robust understanding of pedagogy. We focus on the construction of meaning and provide alternative ways of assessing and evaluating knowledge and understanding. Candidates demonstrate ability to take an active role in promoting student learning by possessing behaviors and actions related to appropriate teaching qualities, relationships with others, and professionalism.

Teaching Qualities

Teacher Candidates:

- demonstrate organization through student-centered planning, selection, and preparation of age/grade appropriate materials
- demonstrate flexibility in modifying ideas, course assignments, materials, plans, lesson implementation, and schedule changes
- communicate effectively and thoughtfully through well organized and clearly expressed ideas in spoken or written language; demonstrate a clear understanding of grammar and vocabulary; hold high regard for confidentiality
- appreciate and value diversity through choosing and creating inclusive materials, lessons, assessments, and creating inviting and supportive classroom environments for diverse students' participation and learning, and providing equitable access to instruction
- stay aware of student activity in the surrounding environment

Relationships with Others

Teacher Candidates:

- cooperate with peers, instructors/school personnel; resolve differences or misunderstandings respectfully and reflectively
- collaborate with peers, instructors, school personnel and parents; initiate, suggest, contribute, share ideas and materials
- establish rapport with K-12 staff, students, and students' families; strive to establish interpersonal connections
- demonstrate sensitivity to others' feelings, opinions, and cultures

Professionalism

Teacher Candidates:

- demonstrate timeliness and attendance consistently in class, group work, appointments, field experiences, and student teaching
- are well-groomed and demonstrate an understanding of appropriate, professional dress which adheres to the school's dress codes and expectations when in the school
- display positive, professional attitude and enthusiasm for planning; initiating and completing assignments and/or lessons; and engaging in class and in school
- respect and support ethical and professional standards, diplomacy, integrity, and commitment

Teacher as Articulate Visionary

It is through this theme that professional educators emerge who can envision alternative solutions to the dilemmas posed in schools and can demonstrate the dispositions required of advocates for quality educational programs. Teachers need to be able to seek, plan, and implement creative and human solutions that are inclusive and are respectful of diverse communities. Teachers need to clearly articulate those visions and collaborate with others to make them realities. A candidate demonstrates vision and understanding of various situations by becoming involved, contributing to the school community, and seeking ways to grow professionally.

Teacher Candidates:

- Promote success for all students through best practices, informative assessments, and inclusive environments
- Pursue ways to contribute to others in the profession, participates in professional development opportunities such as conferences and professional organizations
- Become actively involved in the school community

In addition, the Teacher Education Program integrates the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles throughout the teacher candidate assessment process. Selected principles are embedded within the Professional Dispositions assessment process because they relate to dispositional aspects of teacher preparation:

Principle Three: Adapting Instruction for Individual Needs--The candidate understands and respects diverse learners.

Principle Five: Classroom Management and Motivation--The candidate demonstrates an awareness of student activity and is able to make situational decisions.

Principle Six: Communication--The candidate speaks correctly and interacts professionally with students, faculty, and staff.

Principle Nine: Professional Commitment and Responsibility--The candidate values professionalism as demonstrated by actions, appearance, and ethical behavior.

Student's Right to Appeal

In keeping with the *Code of Student Life* and the College of Education & Human Development academic concerns and grievance process, students have the right to appeal a disciplinary or academic sanction. If you believe a disposition's assessment report is unfair and you wish to appeal, you may follow the procedures outlined below:

1. Discuss the grievance first with the person(s) who completed the assessment in an attempt to resolve the situation. If the results are unsatisfactory you may move to step 2 and/or 3.
2. You may request assistance from any person or entity appropriate to provide mediation. If the person or entity requested to mediate the concern agrees to do so, that mediator shall contact the assessor and proceed with mediation if that party agrees.
3. If the results from 2 are unsatisfactory, within twenty (20) days of the basis for the appeal, or within ten (10) days of the final attempt at resolution or mediation, whichever is later, the grievant may file a written grievance to the Associate Dean for Teacher Education, indicating the basis for the grievance and the specific remedy sought.
4. The Associate Dean for Teacher Education shall visit with you and the individual(s) who completed the assessment report and shall request such additional information as deemed necessary to render a response to the appeal.

5. Within fifteen (15) days after the grievance has been provided, the Associate Dean for Teacher Education shall provide the parties to the appeal with a written statement indicating what actions, if any, will be taken in response to the appeal.
6. If either party is dissatisfied with the decision of the Associate Dean for Teacher Education, he or she may appeal the decision as provided in the College's Academic Concerns and Grievance Process (<http://www.und.edu/dept/ehd/policy.htm>).



Professional Dispositions Plan for Improvement

Course instructors may wish to use this plan should a concern arise regarding specific unprofessional attitudes and/or actions displayed by a particular teacher candidate. The Plan for Improvement format can be used during a conference between the course instructor and the candidate. Completing a Plan for Improvement does not necessarily indicate unsatisfactory progress overall – it states the concern and provides a prescribed plan for progress.

Name: _____

Date: _____

Attitude or behavior to improve/correct:

Plan of action for improvement: (be specific)

Date to be accomplished: _____

Resources needed: (people and materials)

Teacher Candidate

Date

Course Instructor

Date

Please use the back of this page for any additional information