Dispositions and Examples

Dispositions, as such, cannot be measured by pencil and paper instruments, nor can they be observed directly. Behavioral indicators can be used to infer candidate dispositions. Listed below are examples of behaviors or actions that can be used for this purpose.

Preservice teachers are presented with opportunities to demonstrate dispositions in the college courses they take as part of their teacher preparation program. Dispositions are evident in the nature and quality of the assignments the preservice teacher completes and in his or her classroom interactions with instructors and classmates.

Preservice teachers have a wide variety of opportunities to work with teachers and students in K-12 schools. These settings provide unique opportunities to actively demonstrate dispositional characteristics. Field experiences, student teaching and the Internship are particularly important in demonstrating dispositional competence because of the sustained time preservice teachers spend in the classroom.

1. **Providing equitable learning opportunities for all students**

- Adapts instruction to meet varying needs and abilities, for example, fulfills instruction as detailed on an IEP for a student
- Holds high expectations for all students
- Demonstrates no sign of overt bias, prejudice, or lack of fairness toward certain students or groups of people
- Creates a learning environment that enables all students to reach their full potential.

2. **Promoting achievement of students at all levels**

- Demonstrates persistence in helping all children achieve success
- Holds positive expectations for all students to learn
- Reinforces student achievement for all students
- Does not negatively compare current students to other students with whom they have worked
- Conveys high expectations for student achievement
- Advocates for all learners

3. **Recognizing students' unique prior knowledge, life experiences, and interests as part of the context for student learning**

- Demonstrates the belief that diversity in the classroom, in the school, and in society enhances learning
- Develops lessons that encourage students to value and draw upon their unique life circumstances
- Selects materials, develops lessons, and promotes classroom environments that counteract negative stereotypes and bigotry
- Fosters student appreciation for diversity in the classroom
- Demonstrates sensitivity to the legitimate needs and concerns of others.
- Demonstrates positive attitudes toward diverse cultures and learners
- Provides students with access to varying points of view

4. **Understanding and involving a wide variety of resources in the school, family, culture, and community to facilitate student learning**

- Appreciates unique community culture
- Provides materials for students of different cultures (bulletin boards, library books)
- Welcomes involvement of family and community members
- Recognizes, values, and utilizes assets in the community

5. **Seeking out, developing, and implementing the most appropriate methods to meet the diverse learning needs of the students**

- Adapts teaching to changing classroom circumstances (Flexibility)
- Adapts instruction and assessment to fit various learning styles
- Adapts instruction and assessment for students with special needs
- Aware of the process for making referrals
- Seeks and supports student services when appropriate

6. **Developing students' skills as problem-solvers as they progress toward becoming independent, self-directed learners**

- Models problem-solving skills
- Provides opportunities for students to learn conflict resolution skills
- Utilizes peer tutors in the classroom
- Provides opportunities for students to learn to function in cooperative learning groups
- Provides opportunities for student decision making
- Shards decision making with students

7. **Life-long learning and personal growth through reflection, seeking constructive feedback, and willingness to learn from others and past experience**

- Values and participates in opportunities to improve instructional practices and teaching activities
- Seeks opportunities to learn new skills
- Views reflection as a component of the instructional process
- Responds constructively to professional feedback from supervisors and others, making changes to address legitimate concerns.
- Seeks clarification and/or assistance as needed
- Exhibits curiosity about new and seemingly old concepts
- Displays creative ideas about and applications to education concepts
- Models flexibility regarding course content, process and tasks
- Makes connections to previous readings/experiences/courses, etc.

8. **Effective planning and classroom organization as tools in maximizing the time available for instruction and learning**

- Prepares for classes, meetings, and group work
- Submits lesson plans within agreed-upon timelines
- Plans daily instruction in light of long range goals and objectives
- Manages time effectively
- Establishes routines and procedures to maximize instructional time (how to submit homework, taking attendance, etc.)
- Organizes seating and resources for efficiency
- Completes assigned tasks from group activities within an acceptable time frame
- Prioritizes work based upon established goals

9. **Collaborating with other professionals to improve the overall learning of students.**

- Works together with others to achieve a common goal.
- Responds positively to requests from other professionals for collaboration.
- Makes a contribution to group effort
- Shares information and materials with others

- Assists peers
- Supports decisions of group willingly, even if different from own
- Supports work of others
- Establishes professional goals that are aligned with those of the organization.
- Plans and sets goals and priorities with others
- Maximizes individuals' talents
- Distributes responsibilities evenly
- Keeps groups on task

10. **Maintaining his/her position as a positive role model for students and others in regular attendance, grooming, punctuality, and professional demeanor**

- Arrives for class/work on time
- Attends class/work regularly except when excused in advance
- Exhibits positive attitude toward the discipline and/or teaching profession
- Acts and dresses according to the standards of the school where the candidate is placed
- Maintains composure in the classroom
- Demonstrates situationally appropriate behavior.
- Uses language free of profanity and malicious statements toward any individual or groups
- Models behavior expected of both teachers and learners in an educational setting
- Uses appropriate tone of voice
- Maintains emotional control
- Uses self-disclosure appropriately
- Uses appropriate non-verbal expressions
- Responds appropriately to actions and reactions of others
- Demonstrates good personal hygiene
- Recognizes the need for, and seeks help in, one of the areas above (self-monitoring)

11. **Demonstrating positive work habits and interpersonal skills, demonstrating a   positive attitude, dependability, honesty and respect for others**

- Completes assignments, duties, or tasks on time
- Demonstrates willingness to adapt instruction to "best practices"
- Interacts in a positive and professional manner with students, peers, teachers, university personnel, and others
- Communicates without intent to deceive
- Considers opinions of others with an open mind
- Listens attentively to others in a variety of contexts
- Interacts in a polite and respectful manner
- Respects the property of others
- Demonstrates empathy and concern for others
- Displays equitable treatment of others
- Acknowledges perspectives of individuals from diverse cultural and experiential backgrounds
- Interacts appropriately in relation to cultural norms
- Acts from a positive frame of reference, including when changes occur
- Returns borrowed materials in a timely manner
- Respects the intellectual property of others by giving credit to others when using their work and avoiding plagiarism
- Adheres to the accepted standards of truthfulness, honesty, and ethical behavior as stated in UT's Hilltopics, internship guidelines, and course syllabi.
- Provides students access to varying points of view
- Shows due courtesy and consideration for people and ideas
- Maintains positive working relationships with peers

12. Accepting responsibility for what occurs in his/her classroom and for other school-wide responsibilities that contribute to student learning and a safe, orderly environment

- Consciously avoids acting in a dangerous or irresponsible manner that might put students at risk
- Identifies personal responsibility in conflict/problem situations
- Initiates communication to resolve conflict
- Adapts to new or unexpected situation
- Accepts consequences for personal actions or decisions
- Submits assignments/reports on time or follows procedures for extensions
- Takes action to solve problems within the authority granted to the candidate
- Takes initiative to get materials and notes when absent from meetings or classes
- Seeks/locates needed resources
- Maintains order
- Follows school procedures for discipline referrals
- Ensures accuracy of information for which he/she is responsible
- Supports assignments outside the classroom, such as bus duty or bathroom duty
- Supports school system policies regarding health and safety issues
- Knows and is prepared to implement plans for disasters and emergencies as required by the school system

13. Participating in professional growth activities within and outside the school

- Attends school and school system inservice/staff development sessions
- Pursues opportunities in professional educational organizations and associations.
- Is open to opportunities to attend/present at meetings of professional groups.

14. Maintaining the standards of confidentiality regarding student information and communications

- Maintains confidentiality of student records, parent communications, and private professional communications.
- Uses language that meets professional standards and is not demeaning or harmful to any individual or group

15. Using sound judgment and thoughtful decision making with consideration of the consequences

- Uses credible and data-based sources
- Generates effective/productive options to situations
- Analyzes situations, comments, and interactions and makes appropriate adjustments that promote a positive learning environment
- Makes reasoned decisions with supporting evidence
- Uses appropriate strategies to respond to emotional and emergency situations
- Supports and follows school, system, and university directives
- Avoids engaging in illegal or unethical conduct involving minor children or other behavior which would be grounds for dismissal from a teaching position