

## TEACHER RESIDENT DISPOSITIONS AT OLD DOMINION UNIVERSITY

Teacher residents must attain the necessary content area knowledge above and beyond that which they are expected to impart to their students; they must also have the knowledge and skills to apply effective methods of teaching to students who are at different developmental stages, have different learning styles, and come from diverse backgrounds. In addition, they must have the attitudes, values, and dispositions to use these knowledge and skills most efficiently and effectively, so that both the students and the candidate learn throughout the process.

The Council for the Accreditation of Educator Preparation (CAEP) defines dispositions as: *the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect student learning, motivation, and development as well as the educator's own professional growth.*

The Darden College of Education and Professional Studies has adopted the following as key dispositions and behaviors essential for all candidates to demonstrate across their programs of study.

### Behavioral Examples of Professional Dispositions

Teachers and other school professional candidates at ODU are expected to demonstrate behaviors that are indicative of the following dispositions characteristic of effective educators. Listed below are examples of behaviors or actions demonstrating each disposition following each disposition statement.

The candidate shows a disposition toward and commitment to each of the following:

1. Attends functions when required (punctual)
  - Arrives for class/field experiences/clinical experiences on time
  - Attends class regularly except when excused in advance
  - Takes initiative to get materials and notes when absent from meetings or classes
2. Maintains a professional appearance
  - Acts and dresses according to the standards of the school where the candidate is placed.
  - Maintains composure in the classroom
  - Demonstrates good personal hygiene
  - Demonstrates situationally appropriate behavior and professional demeanor
3. Solicits feedback from others
  - Seeks clarification and/or assistance as needed
  - Accepts feedback from others positively
  - Makes others aware feedback is valued
4. Adjusts behavior based on professional feedback
  - Responds constructively to professional feedback from supervisors and others, making changes to address legitimate concerns
  - Models behavior expected of both teachers and learners in an educational setting
  - Maintains emotional control

- Considers opinions of others with an open mind
  - Acts from a positive frame of reference, including when changes occur
5. Communicates effectively orally (articulate, animated, few grammatical errors)
    - Listens attentively to others in a variety of contexts
    - Interacts in a polite and respectful manner
    - Communicates without intent to deceive
    - Interacts appropriately in relation to cultural norms
    - Interacts in a positive and professional manner with students, peers, teachers, university personnel, and others
    - Uses language free of profanity and malicious statements toward any individual or groups
    - Uses appropriate tone of voice
    - Uses appropriate non-verbal expressions
  6. Communicates effectively in writing (clear organization of ideas, few misspelling and grammatical errors)
    - Uses language that meets professional standards and is not demeaning or harmful to any individual or group
    - Respects the intellectual property of others by giving credit to others when using their work and avoiding plagiarism
  7. Demonstrates sensitivity to others' feelings and opinions (e.g., diplomatic)
    - Demonstrates empathy and concern for others
    - Demonstrates sensitivity to the legitimate needs and concerns of others
    - Demonstrates persistence in helping all students achieve success
    - Holds positive expectations for all students to learn
    - Recognizes students as individuals and makes positive, appropriate peer comparisons
    - Advocates for all learners
    - Maintains positive working relationship with peers
    - Uses appropriate strategies to respond to emotional and emergency situations
  8. Participates with others in a collaborative manner
    - Works together with others to achieve a common goal
    - Responds positively to request 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
9. Treats others with respect
- Respects the property of others
  - Displays equitable treatment of others
  
  - Acknowledges perspectives of individuals from diverse cultural and experiential backgrounds
  - Returns borrowed materials in a timely manner
  - Shows due courtesy and consideration for people and ideas
10. Provides information to all constituents in a professional and timely manner
- Appreciates unique community culture
  - Provides materials for students of different cultures
  - Welcomes involvement of family and community members
  - Recognizes, values, and utilizes assets in the community
  - Provides students access to varying points of view
  - Maintains confidentiality of student records, parent communications, and private professional communications
  - Supports and follows school, division, and university directives
11. Demonstrates a commitment to remain current in knowledge of subject area content
- 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
  - Seeks/locates needed resources
  - Exhibits curiosity about subject area content
  - Displays creative ideas about and applications to education concepts
  - Models flexibility regarding course content, process and tasks
  - Makes connection to previous readings/experiences/courses, etc.
12. Demonstrates knowledge about my teaching subject area
- 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
  - Completes assigned tasks from group activities within an acceptable time frame
13. Participates in professional development activities that represent subject area currently or in the near future
- Attends school and school system inservice/staff development sessions
  - Pursues opportunities in professional education organizations and associations

14. Enjoys working with diverse (i.e., special education, gifted, at-risk, minority, etc.) PreK-12 learners.

- 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 unbiased, fair, and non-prejudicial treatment of all people
- Creates a learning environment that enables all students to reach their full potential
- 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
- Fosters student appreciation for diversity in the classroom
- Demonstrates positive attitudes toward diverse cultures and learners
- Selects materials, develops lessons, and promotes classroom environments that counteract negative stereotypes and bigotry

15. Demonstrates effective decision-making and problem-solving skills

- Demonstrates judgment through making decisions about which actions are right and wrong
- 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
- Responds appropriately to actions and reactions of others
- Makes reasoned decisions with supporting evidence
- Uses appropriate strategies to respond to emotional and emergency situations
- Avoids engaging in illegal or unethical conduct involving minor children or other behavior which would be grounds for dismissal from a teaching position
- Adapts to new or unexpected situation
- Takes action to solve problems within the authority granted to the candidate

16. Displays excitement about teaching subject area

- Exhibits positive attitude toward the discipline and/or teaching profession
- Completes assignments, duties, or tasks on time
- Demonstrates willingness to adapt instruction to “best practices”