



Professional Dispositions  
and Requirements Handbook

Educator Preparation Programs

2019-2020

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## **Introduction**

In 2011, the Interstate Teacher Assessment and Support Consortium (InTASC) published core teaching standards that outline what teachers should know and be able to do to ensure every student reaches the goal of being college and career ready. These standards “cut across all subject areas and grade levels and...are necessary to improve student achievement” (InTASC, 2011). Included within the standards are “critical dispositions” or behaviors that are expected of all teachers. Usher (2002) defines dispositions as internal inclinations which underpin effective behavior of a teacher. Thornton (2006) argues that more effective teachers exhibit what he calls “responsive dispositions.” Responsive dispositions are a way of “thinking about teaching and learning that is responsive to the needs and actions of the learner, their developmental characteristics, cultural background, and experiences” (p. 61). Dispositions emphasize not just having a particular skill or behavior but the likelihood of the frequency of using that skill or behavior to support student learning (Katz & Raths, 1985).

The Educator Preparation Programs at West Chester University in the College of Education and Social Work have outlined the following professional dispositions and requirements essential for the profession. Behavioral indicators defined by the following expectations can be used to infer candidate dispositions. Preservice teachers have the opportunity to demonstrate dispositions in courses (assignments, interactions with others). Teacher Candidates have the opportunity to work with teachers and students in P-12 classrooms to demonstrate dispositional and professional expectations.

# Professional Dispositions

## Empathy

(Danielson 1b, 2d)

Highly effective teachers are sensitive, and understanding of the learners own perspective. It involves the process of observing something from another point of view or putting oneself in another’s shoes (Detert, Trevino, & Sweitzer, 2008). This requires the acceptance of varied perspectives, values, and beliefs to use the information to develop a positive learning experiences. Elder and Paul (2009) further clarifies that one critical component of a fair-minded critical thinker is Intellectual Empathy. According to the authors, Intellectual Empathy is the ability to see things from another person’s point of view. This includes “being able and willing to imagine how others think and feel...” (p. 8). When a teacher can understand student responses or reactions, has a sensitive awareness of the way the process of education and learning seems to the student, the possibility of significant learning has increased.

To further illustrate the importance of empathy, how willing are you to understand a student who has difficulty paying attention, completing homework, or has gone through a significant amount of emotional trauma at home. How willing are you to be sensitive to needs of students in these difficult situations? What role can you play to ensure your classroom is a safe and nurturing environment where all students can thrive and succeed?

What about in an education course a colleague mentions one of the following statements:

- ALL students with a learning disability will be better served in a self-contained classroom
- Students who have not mastered “basic facts” by 5th grade should not be exposed to pre-algebra concepts
- Racism is no longer relevant in this country

How you will react and respond to your colleague is critical to the importance of empathy. One has to understand the perspective of another to be open to new ideas (open-mindedness) or to simply understand the steps necessary to educate the person on a different way of thinking. According to Rogers (1995), empathy requires sensitive, accurate and nonjudgmental listening. In essence, it requires understanding the internal frame of reference of another with accuracy.

The following are some, but not all, examples and non-examples related to the disposition of Empathy:

Example	Non-Example
<ul style="list-style-type: none"><li>• Sees and appreciates the differences in others</li><li>• Develops and implements learning experiences that ensure all students learn</li><li>• Designs culturally relevant learning experiences to meet the needs of all students</li><li>• Uses the diverse experiences of students (languages, dialect, strengths and needs) in planning and implementing instruction.</li><li>• Designs or implements experiences that utilizes the strengths of the learners to address any academic misconceptions</li><li>• Develops learning experiences that values the diversity (language, dialect.) of all students</li></ul>	<ul style="list-style-type: none"><li>• Struggles with the ability to value and appreciate the differences in others</li><li>• Struggles with developing and implementing lesson activities that ensure all students learn</li><li>• Struggles to design culturally relevant learning experiences that meet the needs of all students</li><li>• Uses the diverse experiences of students (languages, dialect, strengths and needs) inappropriately in planning instruction</li><li>• Creates or implements learning experiences that only focus on the learner’s deficits</li><li>• Struggles with developing learning experiences that are sensitive to the diversity of all students</li></ul>

## Open-Mindedness

(Danielson 3e)

Involves the “active perspective that allows the individual to be willing to be flexible and to consider, if not try out, new ideas” (Alawiye and Williams, 2010). It is the process of showing receptiveness to new or different ideas and willingness to accept constructive feedback. Being open-minded is one of the several components of high-level thinking essential for the teaching profession. Open-mindedness “is an intellectual virtue that involves a willingness to take relevant evidence and argument into account to forming or revising our beliefs and values, especially when there is some reason why we might resist such evidence and argument, with a view to arriving at true and defensible conclusions” (Hare, 2004). Hare further argues that taking a rigid stance that dismisses the possibility of self-reflection and inquiry because one feels adamant about their belief. Being open minded involves the constant search for truth (Hare, 2009) that allows for the possibility of a different perspective or to accept supportive and constructive feedback which opens the door to try new ideas and new things.

The following are some, but not all, examples and non-examples related to the disposition of Open-Mindedness:

Examples	Non-Examples
<ul style="list-style-type: none"><li>• Creates learning environments that are flexible and encourage exploration/student questioning</li><li>• Adapts or modifies instruction (when appropriate) to maximize learning opportunities for all learners</li><li>• Adjusts plans to address immediate and long term needs to support all learners</li><li>• Adjusts instructional strategies to support student’s academic development</li></ul>	<ul style="list-style-type: none"><li>• Creates learning environments that are rigid and have the potential to limit or discourage exploration/student questioning</li><li>• Struggles with adapting and modifying instruction (when appropriate) to maximize learning opportunities for all learners</li><li>• Struggles to adjust plans to address immediate and long term needs to support all learners</li><li>• Unwilling to accept responsibility for the lack of academic progress of students</li><li>• Unwilling or struggles to adjust instructional strategies to support student’s academic development</li></ul>

## Responsibility

(Danielson 3e, 4f)

Includes the ability for a teacher to be accountable and reflective on the outcomes of professional and personal actions. This includes being responsive to needs of students' learning and takes ownership of mistakes or errors to refine personal and professional practice. Related to responsibility is having what Elder and Paul (2009) defines as Intellectual Independence. It is wise to listen to others to find out their thinking, but you must take ownership of your actions and thinking that are rooted in fairness and sound judgment.

Being an educator comes with a significant responsibility to ensure all P-12 students have access to rigorous academic content and the support necessary to benefit from that access. Teachers are held accountable for the academic success of all P-12 students. An effective teacher needs "to have the ability to step back and analyze the effect of context on their practice to improve the quality of his or her practice" (Peterson, 2016, p. 3). Morrison (2006) suggest "effective teachers are those who accept responsibility for teaching allocate most of their time to instruction, organize their classroom for effective instruction..." (p. 13).

The following are some, but not all, examples and non-examples related to the disposition of Responsibility:

Examples	Non-Examples
<ul style="list-style-type: none"><li>• Takes ownership of the academic progress of all students</li><li>• Aligns assessment and instruction to learning goals or objectives</li><li>• Takes initiative to improve student learning</li></ul>	<ul style="list-style-type: none"><li>• Struggles to understand the importance of their role in the academic progress of all students</li><li>• Demonstrates an inability to align assessment and instruction to learning goals or objectives</li><li>• Struggles to take initiative to improve student learning</li></ul>

## Communication

(Danielson 3a, 3c, 4c):

Develop positive relationships with others in a variety of venues (face-to-face, digital, etc.) to achieve a common goal. To effectively develop these relationships, one should be a good listener. This includes being attentive and not dominant when communicating with others (Norton as cited by Faull, 2009). Engagement is an essential process to communication. How you engage others in this involves planning engaging learning experiences and demonstrating confidence in communication with others (Faull, 2009). Effective teachers collaborate with learners, colleagues, school leaders, family and key stakeholders within the community to better understand students and to maximize learning. This includes, but is not limited to:

- Shows consideration and respect for the thoughts and feelings of others
- Demonstrates effective verbal and non-verbal communication skills
- Demonstrates flexibility with others
- Solicits suggestions and feedback from others
- Maintains communication with colleagues, supervisors, and mentor teachers when questions or concerns arise
- Shares ideas and materials
- Fosters communication among all members of the learning community
- Shows initiative and asks questions about teaching strategies

The following are some, but not all, examples and non-examples related to the disposition of Communication:

Examples	Non-Examples
<ul style="list-style-type: none"><li>• Responds positively to requests from others to collaborate</li><li>• Makes a contribution to group efforts</li><li>• Utilizes a variety of strategies (including effective use of digital tools and resources) in order to effectively convey a message or support student success</li><li>• Seeks opportunities to develop collaborative relationships with others (families, students, peer, etc.)</li><li>• Modifies communication styles to achieve a common goal</li><li>• Communicates in a non-judgmental, respectful fashion (including email, face-to-face, social media, etc.)</li><li>• Uses summarizing or restating as a tool to engage in active listening</li></ul>	<ul style="list-style-type: none"><li>• Responds inappropriately to requests from others to collaborate</li><li>• Makes little or no contribution to group efforts</li><li>• May utilize some (or no) strategies to convey a message or to support student success, but struggles to use the strategies effectively</li><li>• Rarely seeks opportunities to develop collaborative relationships with others (families, students, peer, etc.)</li><li>• Struggles with modifying communication styles when collaborating to achieve a common goal</li><li>• Communicates in a judgmental or disrespectful fashion (including email, face-to-face, social media, etc.)</li><li>• Struggles in the use of essential skills (summarizing or restating) as a tool to engage in active listening</li></ul>

# Professional Requirements

## Lifelong Learning

(Danielson 4e):

Effective teachers seek opportunities to develop personally and professionally (pedagogical and content knowledge). Solicits or accepts constructive criticism as an opportunity to develop as a learner. Personal and professional growth is a lifelong endeavor. Highly effective teachers show “commitment through a positive emotional attachment to the work involved in teaching generally or to a specific act of teaching” (Crosswell & Elliott, 2004, p. 6). They have a sense of enduring purpose which includes a commitment to become a better teacher, high expectations of themselves and others. Becoming a better teacher requires the ability to understand the relationship between two constructs of thought and knowledge. It is about thinking in ways to use knowledge to create new knowledge (Halpern, 2014). Knowledge is only relevant when we make our meaning out of information. According to Halpern “we create new knowledge every time we learn a new concept” (p. 55). Lifelong learning is not simply reading a bunch of materials, but it is an active mental process of developing the meaning of what was learned and how that information can be used for personal or professional development.

The following are some, but not all, examples and non-examples related to the professional requirement of Lifelong Learning:

Examples	Non-Examples
<ul style="list-style-type: none"><li>• Responds constructively to professional feedback</li><li>• Makes connections to previous readings, research, or experiences</li><li>• Seeks clarification or assistance when needed</li><li>• Seeks opportunities to attend events (conferences, seminars, webinars, etc.) that can have an impact on teaching and learning</li><li>• Seeks opportunities to deepen their knowledge (content, pedagogical) or frame of reference (culture, gender, etc.) that can impact the ability to develop positive relationships with students and families</li></ul>	<ul style="list-style-type: none"><li>• Responds inappropriately to professional feedback</li><li>• Struggles to make connections to previous readings, research or experiences</li><li>• Avoids seeking clarification or assistance when needed</li><li>• Avoids opportunities to attend events (conferences, seminars, webinars, etc.) that can have an impact on teaching and learning</li><li>• Avoids opportunities to deepen their knowledge (content, pedagogical) or frame reference (culture, gender, etc.) that can impact the ability to develop positive relationships with students and families</li></ul>

## Professionalism

(Danielson 4f)

Maintains a professional work ethic (dependable/reliable) and good judgment in clinical (field, practicum, student teaching experiences) or other relevant settings. This includes taking a leadership role with colleagues and respectfully challenging negative attitudes and practices of others. Bream et al. (2006) argue that professionalism can be divided into several categories. One category is called professional behavior. These are observable actions that demonstrate the individuals' behavior such as: maintaining appropriate relationships with colleagues, students, parents, and others; modeling the attitude and appearance of a professional; and promptness. This also includes the professional use of resources or tools to support student learning outcomes.

The following are some, but not all, examples and non-examples related to the professional requirement of Professionalism:

Examples	Non-Examples
<ul style="list-style-type: none"><li>• Meets deadlines and is punctual</li><li>• Completes tasks efficiently</li><li>• Maintains a professional attire</li><li>• Demonstrates professional use of digital tools and resources to support teaching and learning</li></ul>	<ul style="list-style-type: none"><li>• Struggles to meet deadlines and/or to be punctual</li><li>• Tasks are incomplete or insufficient</li><li>• Professional attire is inappropriate for the setting</li><li>• Demonstrates inappropriate use of digital tools and resources</li></ul>

## Professional Ethics

(Danielson 4f)

Adheres to moral and ethical standards as expressed in the Pennsylvania code of ethics, school district and College/University policies, and Specialized Professional Association standards. This includes maintaining high standards of honesty, integrity, and confidentiality. Bream et al. (2006) define this teaching expectation as professional parameters that must be maintained as an educator. This includes the legal and ethical issues related to local, state, and federal laws about the profession of teaching (i.e., Americans with Disabilities Act, child maltreatment, etc.) or the Code of Professional Conduct delineated by the state board of education or Specialized Professional Association.

The following are some, but not all, examples and non-examples related to the professional requirement related to Professional Ethics:

Examples	Non-Examples
<ul style="list-style-type: none"><li>• Maintains confidentiality of student records, parent communication, and private professional communication</li><li>• Adheres to the ethical use of technology, email, and social networking sites</li><li>• Adheres to the ethical use of assessment to support teaching and learning</li><li>• Produces original work and/or cites/references other's work appropriately</li></ul>	<ul style="list-style-type: none"><li>• Violates confidentiality of student records, parent communication, and private professional communication</li><li>• Demonstrates inappropriate use of technology, email, and social networking sites</li><li>• Demonstrates unethical use of assessments</li><li>• Struggles with the ability to cite or reference other's work appropriately</li></ul>

## **Evaluation of the Professional Dispositions**

The evaluation of Professional Dispositions of Candidates is conducted through the Unit's online assessment software system Tk20. The evaluation is administered to Candidates in every education course every semester. The evaluation must be completed by the end of the semester by the faculty member. In courses where there is a field experience, the faculty member collaborates with the Mentor Teacher when evaluating each Candidate's dispositions. Also, University staff have the option to submit a dispositional concern.

The following pages describe the process for dispositional concerns.

## Level 1

### Educator Preparation Program (EPP) Faculty

An EPP faculty member can submit a dispositional concern on a Candidate through one of two options. The first, is if a faculty member is submitting a dispositional concern on a Candidate in their course. The faculty member completes section one of the “Professional Dispositions – Concern Form” (fillable form). Next, the faculty member conferences privately with the Candidate to discuss the dispositional concern and to complete section two of the “Professional Dispositions – Concern Form.” The faculty member and Candidate must sign the form and a copy must be given to the Candidate. The faculty member scans and uploads the “Professional Dispositions – Concern Form” to the Candidate’s professional dispositions evaluation (a course assessment) in Tk20 and indicates the level of concern (Level 1 or 2) before submission. If the faculty member needs to submit a dispositional concern on the same candidate in the same course after submission of the first concern, then they email [CESWAssessment@wcupa.edu](mailto:CESWAssessment@wcupa.edu) to request another evaluation. Once another evaluation is present, they follow the same process outlined above. The second option is if a faculty member is submitting a dispositional concern on a Candidate who is not in their course. The process for this option is the same as the one for non-EPP faculty and University staff (outlined below).

### Non-EPP Faculty & University Staff

A non-EPP faculty (e.g., Music Theory, History, and Composition faculty) or University staff member can submit a dispositional concern on a Candidate by first completing section one of the “Professional Dispositions – Concern Form” (fillable form). Next, the non-EPP faculty or University staff member emails the form to [CESWAssessment@wcupa.edu](mailto:CESWAssessment@wcupa.edu). An email receipt will be sent to the non-EPP faculty or University staff member acknowledging receipt of the form. The form is then emailed to the home department chairperson of the Candidate’s primary academic plan or the program coordinator. The chairperson or program coordinator and, if appropriate, the non-EPP faculty or University staff member then conference privately with the Candidate to discuss the dispositional concern and to complete section two of the “Professional Dispositions – Concern Form.” All individuals present at the conference must sign the form and a copy must be given to the Candidate. An email from [CESWAssessment@wcupa.edu](mailto:CESWAssessment@wcupa.edu) is sent to chairperson or program coordinator with a link to Tk20 where they complete the “Professional Dispositions and Requirements Form” and scan and upload the “Professional Dispositions – Concern Form.” The level of concern (Level 1 or 2) must be indicated before submission.

### Mentor Teachers

A Mentor Teacher can submit a dispositional concern on a Candidate by contacting the Candidate’s University faculty supervisor to discuss the concern. The University faculty supervisor and Mentor Teacher collaborate in filing the concern. The dispositional concern is filed using the process outlined above for EPP faculty.

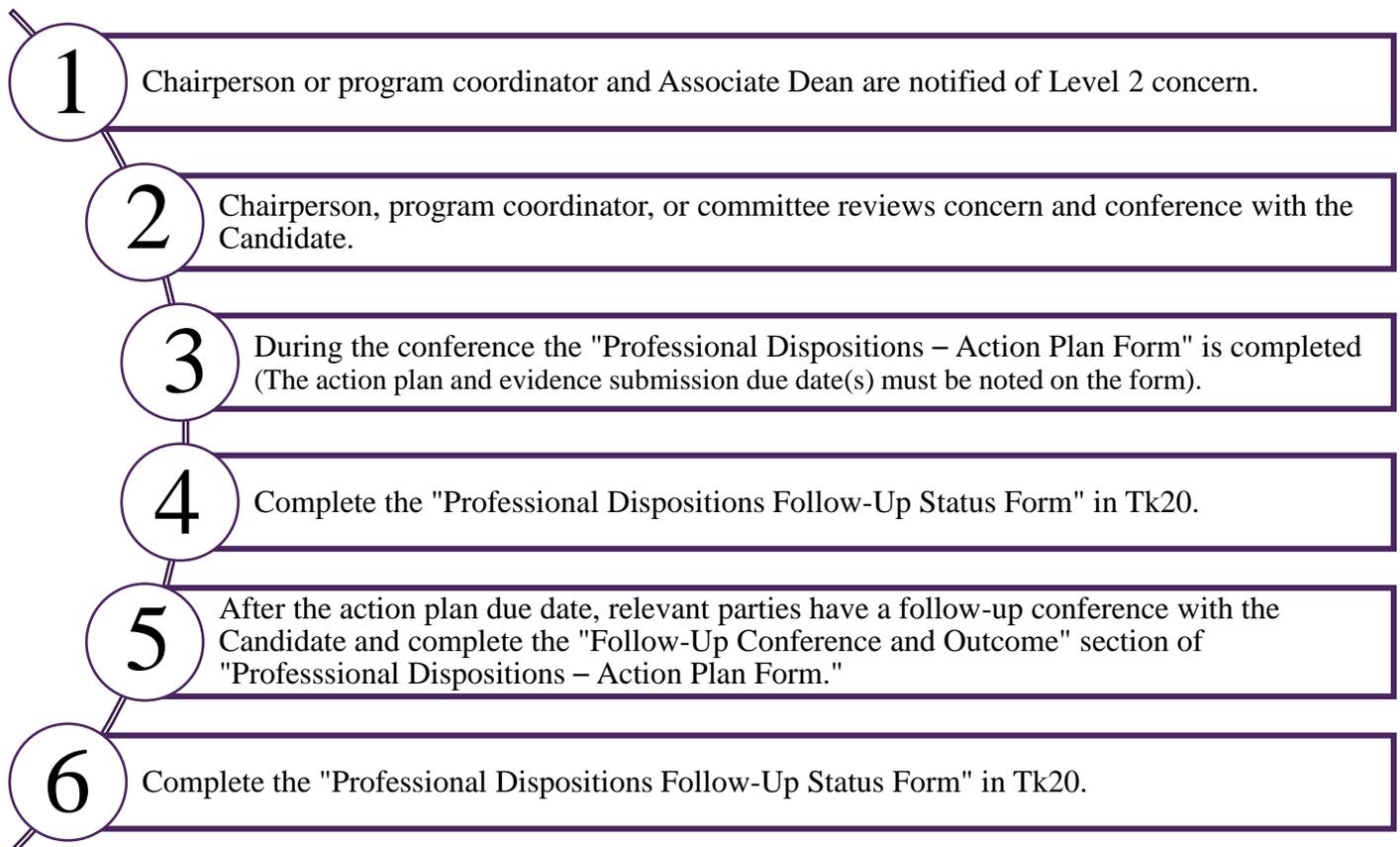
- 1 Complete section one of the "Professional Dispositions – Concern Form."
- 2 Relevant parties conference with the Candidate and complete section two of the "Professional Dispositions – Concern Form."
- 3 Scan and upload the "Professional Dispositions – Concern Form" into Tk20.

## Level 2

A dispositional concern is Level 2 when there have been at least two Level 1 concerns submitted or Level 2 was indicated on the initial concern submitted for a Candidate. The Candidate's home department chairperson or program coordinator is notified via email and the Associate Dean for Curriculum and Accreditation is copied onto this communication. The chairperson or program coordinator has the option to convene a committee to discuss and review the concern. Also, the chairperson or program coordinator can decide to immediately elevate the concern to Level 3. Additionally, a third option is available if the concern is a Candidate's first and the faculty member has designated the concern a Level 2. The chairperson or program coordinator can conference with the faculty member to discuss the level of the concern (remains at a Level 2 or is lowered to Level 1).

Next, the chairperson, program coordinator, or the committee conference with the Candidate. The "Professional Dispositions – Action Plan Form" (fillable form) is completed and a due date for the Candidate to submit any evidence (e.g., reflective statement, paper), if required, must be noted on the form. All parties must sign the form and a copy must be given to the Candidate. If no action plan is needed, then "No action plan initiated" is written on the form and all parties sign the form. The chairperson or program coordinator are sent an email from [CESWAssessment@wcupa.edu](mailto:CESWAssessment@wcupa.edu) with a link to Tk20 where they complete the "Professional Dispositions Follow-Up Status Form." The person completing the form must provide information about the Candidate, indicate the concern level, status, and date, and scan and upload the "Professional Dispositions – Action Plan Form" before submission.

Once the action plan due date passes, the chairperson, program coordinator, or committee must hold a follow-up conference with the Candidate and complete the "Follow-Up Conference and Outcome" section of the "Professional Dispositions – Action Plan Form." The person who submitted the "Professional Dispositions Follow-Up Form" will receive another copy of the form where they provide information about the Candidate, indicate the concern level, status, and date, and scan and upload the "Professional Dispositions – Action Plan Form" before submission. If the Candidate did not complete the action plan, then proceedings move to Level 3.



### Level 3

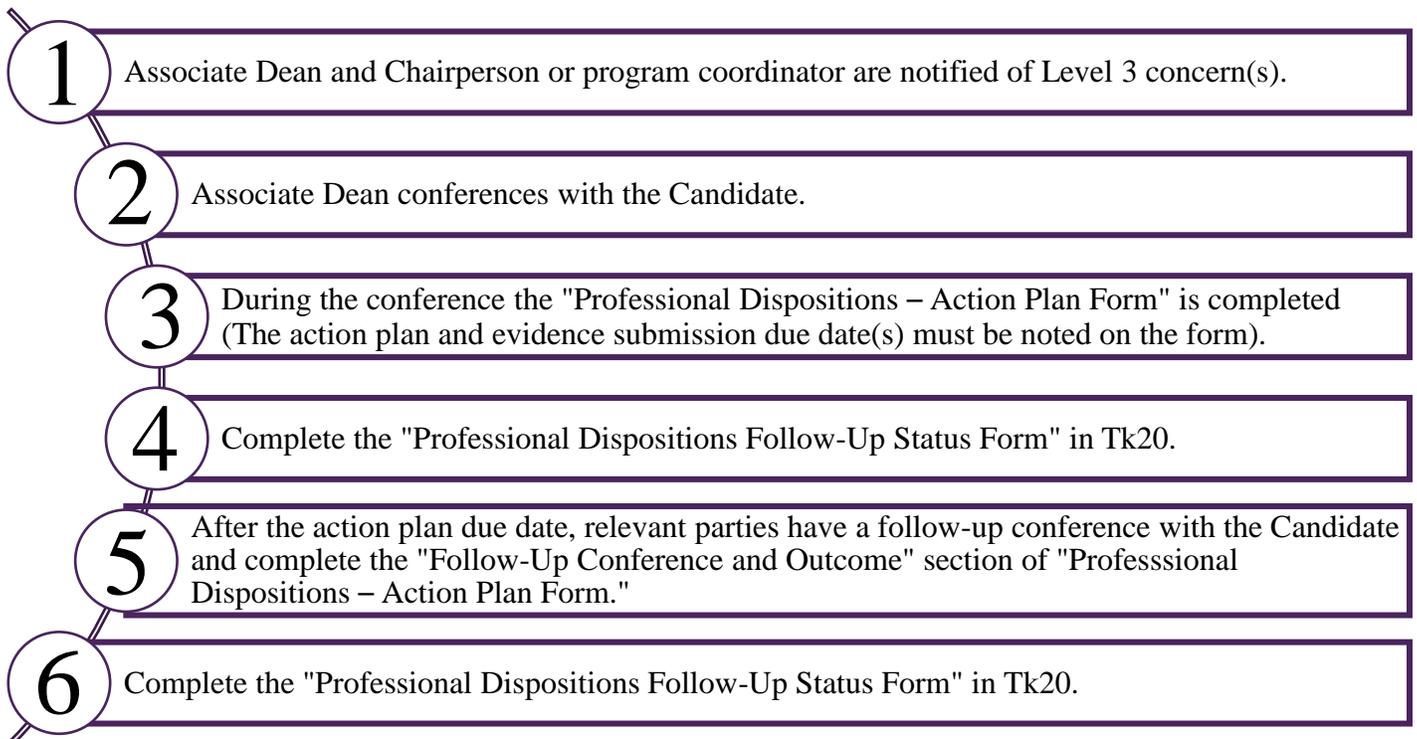
A dispositional concern is Level 3 when a third concern has been submitted after a Level 2 concern or when a Candidate did not successfully complete the Level 2 action plan. The Associate Dean for Curriculum and Accreditation and the Candidate's home department chairperson or program coordinator are notified. They meet to discuss the situation and to determine how the process proceeds. Possibilities include:

- Outlining a comprehensive action plan and then conferencing with the Candidate to explain the terms of the plan.
- Conferencing with the Candidate to discuss if the concern should remain at Level 3 with an action plan or if the concern should be elevated to Level 4. The details of the plan and/or next steps may be determined during the conference or at a separate conference.
- Determining the concern should be elevated to Level 4 and then conferencing with the Candidate to inform them of the decision and next steps.

If the concern remains at Level 3, the Associate Dean conferences with the Candidate to outline the specific expectations of the action plan and to complete the "Professional Dispositions – Action Plan Form." A due date for the Candidate to submit any evidence (e.g., reflective statement, paper), if required, must be noted on the form. All parties must sign the form and a copy must be given to the Candidate. If no action plan is needed, then "No action plan initiated" is written on the form and all parties sign the form.

The Associate Dean is sent an email from [CESWAssessment@wcupa.edu](mailto:CESWAssessment@wcupa.edu) with a link to Tk20 where they complete the "Professional Dispositions Follow-Up Status Form" and scan and upload the "Professional Dispositions – Action Plan Form" before submission. After the action plan due date, the Associate Dean must Conference with the Candidate and complete the "Follow-Up Conference and Outcome" section of the "Professional Dispositions – Action Plan Form." They will receive and complete another "Professional Dispositions Follow-Up Form" and upload the "Professional Dispositions – Action Plan Form" before submission. If the Candidate did not complete the action plan, then proceedings move to Level 4.

If the concern is elevated to Level 4, the Associate Dean conferences with the Candidate to discuss next steps. Next, they are sent an email from [CESWAssessment@wcupa.edu](mailto:CESWAssessment@wcupa.edu) with a Tk20 link where they complete the "Professional Dispositions Follow-Up Status Form" and indicate the concern was elevated to Level 4.



## Level 4

A dispositional concern is Level 4 when a fourth concern has been submitted after a Level 3 concern or when a Candidate did not successfully complete the Level 3 action plan. The Associate Dean for Curriculum and Accreditation and the Candidate's home department chairperson or program coordinator are notified. They meet and then communicate the concern to the Dean of the College of Education and Social Work. Other relevant parties may provide input. The Dean or their designee conferences with the Candidate. Afterwards, the Dean decides if the Candidate should be recommended for probation. If the Candidate is not recommended, then they may be counseled out of their Education Preparation Program into another career opportunity by the Dean or their designee. If the Candidate is recommended for probation, the Dean or their designee and all appropriate parties outline the specifics of the Candidate's probation. The Dean or their designee will conference with the Candidate to explain the terms of the probation, sign the probation contract, and complete the "Professional Dispositions – Action Plan Form". The Associate Dean for Curriculum and Accreditation or the Dean will be sent an email from Tk20 where they will complete the "Professional Dispositions Follow-Up Status Form" in Tk20. The "Professional Dispositions – Action Plan Form" must be uploaded before submission.

- 1 Associate Dean and Chairperson or program coordinator are notified of Level 4 concern(s).
- 2 Associate Dean and Chairperson or program coordinator conference and then communicate concern(s) to the Dean.
- 3 Dean or designee conferences with the Candidate.
- 4 During the conference the "Professional Dispositions – Action Plan Form" and, if appropriate, the probation contract is completed.
- 5 Complete the "Professional Dispositions Follow-Up Status Form" in Tk20.
- 6 After the action plan due date, the Dean or their designee has a follow-up conference with the Candidate and complete the "Follow-Up Conference and Outcome" section of "Professional Dispositions – Action Plan Form."
- 7 Complete the "Professional Dispositions Follow-Up Status Form" in Tk20.

**Professional Dispositions – Concern Form**



College of Education and Social Work
PROFESSIONAL DISPOSITIONS – CONCERN FORM

DIRECTIONS

- Educator Preparation Program (EEP) Faculty/administrators complete sections one and two of this form and scan and upload into Tk20. Non-EPP Faculty and Staff only complete section one and email this form to CESWAssessment@wcupa.edu.
- If the Candidate has additional dispositional concerns filed at any point during their program, then Level 2 proceedings will begin and may result in Level 3 or 4 proceedings. See the Professional Dispositions Handbook for more information.

SECTION ONE – CONCERN

Candidate's Name: Candidate's ID: 0 Date Concern Initiated:

Name of Person Completing Form: Status:

Name of Person Who Observed the Behavior: Status:

Dispositional Concern (Select all that apply):
Empathy, Open-Mindedness, Responsibility, Communication, Lifelong Learning, Professionalism, Professional Ethics

Behavior Description Use measurable terms to describe the behavior. Include the date(s), setting(s), and a description of the concern (the professional disposition or behavior at issue).

Blank lines for behavior description

SECTION TWO – CONFERENCE

Date of Conference: Candidate's Program:

Faculty/Staff Present at Conference:

Expected Behavior Describe the changes expected from the Candidate and/or what they will do differently in the future.

Blank lines for expected behavior

Does the concern warrant a Level 2 departmental review?

- NO - The concern remains at Level 1. If another concern is filed, Level 2 proceedings will begin (departmental review).
YES - The concern is elevated to Level 2. The Department Chair or Program Coordinator will contact the Candidate.

SIGNATURES

Signatures indicate you were a participant at the conference and read the above information.

Candidate: Date:
Faculty/Staff: Title: Date:
Other: Title: Date:

## PROFESSIONAL DISPOSITIONS

### Empathy

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## PROFESSIONAL REQUIREMENTS

### Lifelong Learning

Effective teachers seek opportunities to develop personally and professionally (pedagogical and content knowledge). Solicits or accepts constructive criticism as an opportunity to develop as a learner. Personal and professional growth is a lifelong endeavor. Highly effective teachers show "commitment through a positive emotional attachment to the work involved in teaching generally or to a specific act of teaching" (Crosswell & Elliott, 2004, p. 6). They have a sense of enduring purpose which includes a commitment to become a better teacher, high expectations of themselves and others. Becoming a better teacher requires the ability to understand the relationship between two constructs of thought and knowledge. It is about thinking in ways to use knowledge to create new knowledge (Halpern, 2014). Knowledge is only relevant when we make our meaning out of information. According to Halpern "we create new knowledge every time we learn a new concept" (p. 55). Lifelong learning is not simply reading a bunch of materials, but it is an active mental process of developing the meaning of what was learned and how that information can be used for personal or professional development.

### Professionalism

Maintains a professional work ethic (dependable/reliable) and good judgment in clinical (field, practicum, student teaching experiences) or other relevant settings. This includes taking a leadership role with colleagues and respectfully challenging negative attitudes and practices of others. Bream et al. (2006) argue that professionalism can be divided into several categories. One category is called professional behavior. These are observable actions that demonstrate the individuals' behavior such as: maintaining appropriate relationships with colleagues, students, parents, and others; modeling the attitude and appearance of a professional; and promptness. This also includes the professional use of resources or tools to support student learning outcomes.

### Professional Ethics

Adheres to moral and ethical standards as expressed in the Pennsylvania code of ethics, school district and College/University policies, and Specialized Professional Association standards. This includes maintaining high standards of honesty, integrity, and confidentiality. Bream et al. (2006) define this teaching expectation as professional parameters that must be maintained as an educator. This includes the legal and ethical issues related to local, state, and federal laws about the profession of teaching (i.e., Americans with Disabilities Act, child maltreatment, etc.) or the Code of Professional Conduct delineated by the state board of education or Specialized Professional Association.

**Professional Dispositions – Action Plan Form**



College of Education and Social Work
PROFESSIONAL DISPOSITIONS – ACTION PLAN FORM

DIRECTIONS

- This form is only completed by a Department Chair, Program Coordinator, Associate Dean, or Dean (or Designee).
- The faculty/administrator will meet with the Candidate to discuss the concern(s) and provide guidance for support.
- An action plan will be developed outlining the expected behavior and strategies to develop the behavior to an acceptable level.
- If at any point in a Candidate’s program another concern is filed after Level 2 proceedings occurred, then Level 3 and/or 4 proceedings will begin. See the Professional Dispositions Handbook for more information.
- If the dispositions status under review is a Level 3 or 4, a comprehensive action plan (Academic Support Plan) may be developed. This may require long-term monitoring and follow-up by the Associate Dean or Dean (or Designee). In addition to this form, a detailed contract outlining the specifics should be developed and attached to this form.

CONFERENCE INFORMATION

Candidate’s Name: Candidate’s ID: 0 Date of Conference:

Faculty/Administrator Present at Conference:

ACTION PLAN

Action Plan

Candidate Actions/Responsibilities

Faculty/Administrator Role

FOLLOW-UP CONFERENCE & OUTCOME

Date of Follow-Up Conference: Did the candidate successfully complete the action plan? YES NO

Rationale

SIGNATURES

Signatures indicate you were a participant at the conference and read the above information.

Candidate: Date:

Faculty/Administrator: Title: Date:

Other: Title: Date:

\*Upon completion scan and upload this form into Tk20\*

## Professional Dispositions and Requirements Alignment to the InTASC Standards

The following is a list of some, but not all, behavior indicators that can be used to infer candidate dispositions. Candidates are provided opportunities to demonstrate dispositions in their course work. Dispositions can be displayed through the quality of assignments a Candidate completes, their interactions with instructors, staff, and colleagues, and through experiences in clinical settings. The variety of clinical experiences allows Candidates to work with teachers and students to actively demonstrate dispositional characteristics.

Dispositions	Behavioral Indicator and Examples	
	Acceptable	Concern
Empathy (InTASC – The Learner and Learning)	Accepts the varied perspectives, values, and beliefs of others (Usher, 2004). The ability to use the information to develop opportunities to help others (students, peers, colleagues, and etc.) learn.	Displays behaviors that may not value or appreciate perspectives or beliefs of others thus making it difficult to develop appropriate learning opportunities to support students’ (P-12) development.
	<p><i>The following are some, but not all, examples related to Empathy:</i></p> <ul style="list-style-type: none"> <li>• <i>Sees and appreciates the differences in others</i></li> <li>• <i>Develops and implements learning experiences that ensure all students learn</i></li> <li>• <i>Designs culturally relevant learning experiences to meet the needs of all students</i></li> <li>• <i>Uses the diverse experiences of students (languages, dialect, strengths and needs) in planning and implementing instruction</i></li> <li>• <i>Designs or implements experiences that utilizes the strengths of the learners to address any academic misconceptions</i></li> <li>• <i>Develops learning experiences that values the diversity (language, dialect) of all students</i></li> </ul>	<p><i>The following are some, but not all, non-examples related to Empathy:</i></p> <ul style="list-style-type: none"> <li>• <i>Struggles with the ability to value and appreciate the differences in others</i></li> <li>• <i>Struggles with developing and implementing lesson activities that ensure all students learn</i></li> <li>• <i>Struggles to design culturally relevant learning experiences that meet the needs of all students</i></li> <li>• <i>Uses the diverse experiences of students (languages, dialect, strengths and needs) inappropriately in planning instruction</i></li> <li>• <i>Creates or implements learning experiences that only focus on the learner’s deficits</i></li> <li>• <i>Struggles with developing learning experiences that are sensitive to the diversity of all students</i></li> </ul>
Open-Mindedness (InTASC – Instructional Practice)	Demonstrates the ability to be open and flexible to meet the needs of others or the willingness to try new ideas (Alawiye & Williams, 2010).	Demonstrates an inability to be open and flexible to meet the needs of others. Has difficulty taking responsibility for students’ learning or admitting errors to refine personal or professional practice.
	<p><i>The following are some, but not all, examples related to Open-Mindedness:</i></p> <ul style="list-style-type: none"> <li>• <i>Creates learning environments that are flexible and encourage exploration/student questioning</i></li> <li>• <i>Adapts or modifies instruction (when appropriate) to maximize learning opportunities for all learners</i></li> <li>• <i>Adjusts plans to address immediate and long term needs to support all learners</i></li> <li>• <i>Adjusts instructional strategies to support student’s academic development</i></li> </ul>	<p><i>The following are some, but not all, non-examples related to Open-Mindedness:</i></p> <ul style="list-style-type: none"> <li>• <i>Creates learning environments that are rigid and have the potential to limit or discourage exploration/student questioning</i></li> <li>• <i>Struggles with adapting and modifying instruction (when appropriate) to maximize learning opportunities for all learners</i></li> <li>• <i>Struggles to adjust plans to address immediate and long term needs to support all learners</i></li> </ul>

		<ul style="list-style-type: none"> <li>• <i>Unwilling to accept responsibility for the lack of academic progress of students</i></li> <li>• <i>Unwilling or struggles to adjust instructional strategies to support student's academic development</i></li> </ul>
Responsibility (InTASC – Professional Responsibility)	Demonstrates the ability to be accountable for the outcomes of professional and personal actions. This includes being responsive to needs of students' learning and taking ownership of mistakes or errors to refine personal or professional practice.	Demonstrates the inability to be accountable for the outcomes of professional and personal actions. This includes being responsive to needs of students' learning and taking ownership of mistakes or errors to refine personal or professional practice.
	<p><i>The following are some, but not all, examples related to Responsibility:</i></p> <ul style="list-style-type: none"> <li>• <i>Takes ownership of the academic progress of all students</i></li> <li>• <i>Aligns assessment and instruction to learning goals or objectives</i></li> <li>• <i>Takes initiative to improve student learning</i></li> </ul>	<p><i>The following are some, but not all, non-examples related to Responsibility:</i></p> <ul style="list-style-type: none"> <li>• <i>Struggles to understand the importance of their role in the academic progress of all students</i></li> <li>• <i>Demonstrates an inability to align assessment and instruction to learning goals or objectives</i></li> <li>• <i>Struggles to take initiative to improve student learning</i></li> </ul>
Communication (InTASC – The Learner and Learning)	Works to develop positive relationships with others in a variety of venues (face-to-face, digital, etc.) to achieve a common goal.	Struggles to develop positive relationships with others in a variety of venues (face-to-face, digital, etc.) to achieve a common goal.
	<p><i>The following are some, but not all, examples related to Communication:</i></p> <ul style="list-style-type: none"> <li>• <i>Responds positively to requests from others to collaborate</i></li> <li>• <i>Makes a contribution to group efforts</i></li> <li>• <i>Utilizes a variety of strategies (including effective use of digital tools and resources) in order to effectively convey a message or support student success</i></li> <li>• <i>Seeks opportunities to develop collaborative relationships with others (families, students, peers, etc.)</i></li> <li>• <i>Modifies communication styles to achieve a common goal</i></li> <li>• <i>Communicates in a non-judgmental, respectful fashion (including email, face-to-face, social media, etc.)</i></li> <li>• <i>Uses summarizing or restating as a tool to engage in active listening</i></li> </ul>	<p><i>The following are some, but not all, non-examples related to Communication:</i></p> <ul style="list-style-type: none"> <li>• <i>Responds inappropriately to requests from others to collaborate</i></li> <li>• <i>Makes little or no contribution to group efforts</i></li> <li>• <i>May utilize some (or no) strategies to convey a message or support student success, but struggles to use the strategies effectively</i></li> <li>• <i>Rarely seeks opportunities to develop collaborative relationships with others (families, students, peers, etc.)</i></li> <li>• <i>Struggles with modifying communication styles when collaborating to achieve a common goal</i></li> <li>• <i>Communicates in a judgmental or disrespectful fashion (including email, face-to-face, social media, etc.)</i></li> <li>• <i>Struggles in the use of essential skills (summarizing or restating) as a tool to engage in active listening</i></li> </ul>
Professional Requirements	<p>Professional Requirements</p> <p>These are professional conduct qualities and practices teacher candidates must exhibit, consistent with the profession.</p>	
Lifelong Learning (InTASC – Content Knowledge)	Seeks opportunities to develop personally and professionally (pedagogical and content knowledge). Solicits or accepts constructive criticism as an opportunity to develop as a learner.	Avoids or responds inappropriately to opportunities to develop personally and professionally (pedagogical and content knowledge). Unwilling or unable to accept constructive criticism as an opportunity to develop as a learner.

	<p><i>The following are some, but not all, examples related to Lifelong Learning:</i></p> <ul style="list-style-type: none"> <li>• <i>Responds constructively to professional feedback</i></li> <li>• <i>Makes connections to previous readings, research, or experiences</i></li> <li>• <i>Seeks clarification or assistance when needed</i></li> <li>• <i>Seeks opportunities to attend events (conferences, seminars, webinars, etc.) that can have an impact on teaching and learning</i></li> <li>• <i>Seeks opportunities to deepen their knowledge (content, pedagogical) or frame of reference (culture, gender, etc.) that can impact the ability to develop positive relationships with students and families</i></li> </ul>	<p><i>The following are some, but not all, non-examples related to Lifelong Learning:</i></p> <ul style="list-style-type: none"> <li>• <i>Responds inappropriately to professional feedback</i></li> <li>• <i>Struggles to make connections to previous readings, research, or experiences</i></li> <li>• <i>Avoids seeking clarification or assistance when needed</i></li> <li>• <i>Avoids opportunities to attend events (conferences, seminars, webinars, etc.) that can have an impact on teaching and learning</i></li> <li>• <i>Avoids opportunities to deepen their knowledge (content, pedagogical) or frame of reference (culture, gender, etc.) that can impact the ability to develop positive relationships with students and families</i></li> </ul>
Professionalism (InTASC – Professional Responsibility)	Maintains a professional work ethic (dependable/reliable) and good judgment in clinical (field, practicum, student teaching experiences) or other relevant settings.	Struggles to maintain a professional work ethic (dependable/reliable) and good judgment in clinical (field, practicum, student teaching experiences) or other relevant settings.
	<p><i>The following are some, but not all, examples related to Professionalism:</i></p> <ul style="list-style-type: none"> <li>• <i>Meets deadlines and is punctual</i></li> <li>• <i>Completes tasks efficiently</i></li> <li>• <i>Maintains a professional attire</i></li> <li>• <i>Demonstrates professional use of digital tools and resources to support teaching and learning</i></li> </ul>	<p><i>The following are some, but not all, non-examples related to Professionalism:</i></p> <ul style="list-style-type: none"> <li>• <i>Struggles to meet deadlines and/or to be punctual</i></li> <li>• <i>Tasks are incomplete or insufficient</i></li> <li>• <i>Professional attire is inappropriate for the setting</i></li> <li>• <i>Demonstrates inappropriate use of digital tools and resources</i></li> </ul>
Professional Ethics (InTASC – Professional Responsibility)	Adheres to moral and ethical standards as expressed in the Pennsylvania code of ethics, school-wide, university policies, and Specialized Professional Association Standards.	Disregards moral and ethical standards as expressed in the Pennsylvania code of ethics, school-wide, university policies, and Specialized Professional Association Standards.
	<p><i>The following are some, but not all, examples related to Professional Ethics:</i></p> <ul style="list-style-type: none"> <li>• <i>Maintains confidentiality of student records, parent communication, and private professional communication</i></li> <li>• <i>Adheres to the ethical use of technology, email, and social networking sites</i></li> <li>• <i>Adheres to the ethical use of assessment to support teaching and learning</i></li> <li>• <i>Produces original work and/or cites/references other’s work appropriately</i></li> </ul>	<p><i>The following are some, but not all, non-examples related to Professional Ethics:</i></p> <ul style="list-style-type: none"> <li>• <i>Violates confidentiality of student records, parent communication, and private professional communication</i></li> <li>• <i>Demonstrates inappropriate use of technology, email, and social networking sites</i></li> <li>• <i>Demonstrates unethical use of assessments</i></li> <li>• <i>Struggles with the ability to cite or reference other’s work appropriately</i></li> </ul>

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