

DOMINICAN UNIVERSITY ---SCHOOL OF EDUCATION
Candidate's Disposition Commitment Statement

The Dominican University School of Education has designed its varied programs to prepare candidates who possess and demonstrate the necessary knowledge, skills and dispositions to become effective teachers and leaders. The Dominican University School of Education faculty have identified and defined a set of dispositions expected of professionals in education and reflective of the unit's commitment to scholarship, leadership and service. Dispositions are defined by NCATE (2005) 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" (p.53).

The School of Education has identified eleven dispositions. These dispositions are expected from all candidates in all programs. Candidates are expected to demonstrate these dispositions in their work with colleagues, families, peers and students. Through candidates' assignments, course experiences and performances in field and clinical placements, faculty will evaluate and provide candidates with feedback regarding these dispositions:

Critical Thinking - an analytical approach in reading writing, research and practice of one's profession.
(Scholarship)

Ethical Behavior - maintaining confidentiality for P-12 students and their family, following the code of ethics appropriate to programs of study, following the university policy on academic integrity (Leadership, Service)

Commitment to Social Justice -Analysis and response to injustices in the human experience by challenging social inequities, ensuring fairness, and demonstrating the belief that all children can learn (Leadership, Service)

Respect for Diversity - valuing differences as adding to the richness of the human experience and creating opportunities for the integration of the contributions of all members of society. (Scholarship, Service)

Acceptance of Responsibility -embracing the tasks and duties that accompany the leadership and service role of an educator. (Leadership)

Value of Community - recognizing one's interconnectedness with others in the school environment and engaging in active outreach both inside and outside the school community. (Leadership, Service)

Flexibility - demonstrating awareness and a proactive stance in considering the perspectives of others in making decisions that serve the interests of a diverse population. (Service)

Collaboration - working together to plan and solve problems and creating new opportunities for growth.
(Leadership, Service)

Reflection - practices thoughtful self -evaluation on the range of one's knowledge and skills as a process for continued professional growth. (Leadership)

Generosity - reaches out to meaningfully engage all students by using a creative and informed approach to develop a positive and inclusive learning environment that values more than one way of knowing, learning, and teaching (Service)

Professional Behavior - conduct and communication that is appropriate for the audience and setting (timeliness, attendance, dress, language, respect, and other related professional behaviors). (Leadership)

I have read the dispositions and definitions above. I agree that dispositions are an important factor in being an effective teacher or leader. I understand and accept the expectation for competence in demonstrating these dispositions. I understand that my advancement through my program in the School of Education depends upon successful demonstration of these dispositions.

_____ Graduate _____ Undergraduate
Name (please print)

_____ Date _____ Program
Signature

Advisor