

***Our Mission***

*As a Sinsinawa Dominican-sponsored  
institution, Dominican University  
prepares students  
to pursue truth,  
to give compassionate service  
and to participate  
in the creation of  
a more just  
and humane world.*

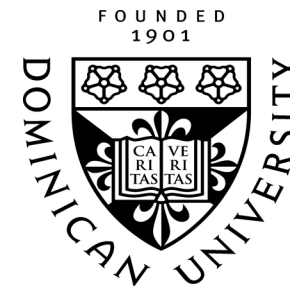


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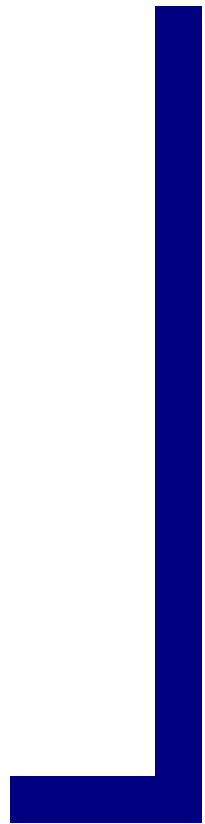
***Dispositions  
for  
All Candidates***

***2011—2013***

**School of Education  
Dominican University**



## Notes and Reflections



**PROFESSIONAL BEHAVIOR:** *Conduct and communication that is appropriate for the audience and setting (including timeliness, attendance, dress, language, respect, and other related professional behaviors) (leadership)*

The candidate demonstrates professionalism in regards to attendance, punctuality, following class or school policies, and appropriate professional communication and terminology (e.g. e-mail, conferences, class work).

The candidate demonstrates appropriate collaborative behavior with other professionals, supervisors, cooperating teachers, and colleagues.

The candidate demonstrates organization and effort, while striving for excellence.

The candidate expresses enthusiasm and interest in teaching and learning.

Dear Faculty and Candidates,

Dispositions, as defined by the National Council for Accreditation of Teacher Education (NCATE), are “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.”

The School of Education has identified specific dispositions which we expect candidates in all of our programs to exemplify. These dispositions are reflective of the unit’s commitment to the values of scholarship, leadership, and service.

This booklet expands the concepts so that all involved in the process have a clear idea of what is meant by the dispositional terms. It is our educators’ dispositions, after all, that impact their own professional growth and student learning.

Colleen Reardon, EdD

Dean, School of Education

**CRITICAL THINKING:** *An analytical approach in reading, writing, research, and practice of one's profession (scholarship)*

The candidate habitually questions his/her own views and attempts to understand both the assumptions that are critical to those views and the implications of the views.

The candidate recognizes the fallibility of one's own opinions, the probability of bias in those opinions, and the danger of weighting evidence according to personal preferences.

The candidate demonstrates an appreciation for multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the learner.

The candidate values and fosters the development of P-12 students' critical thinking, independent problem solving and performance capabilities.

**GENEROSITY:** *Reaching out to meaningfully engage all students by creating a positive and inclusive learning environment (service)*

The candidate demonstrates the belief that all students can learn and maintains high expectations and persists in helping all students succeed.

The candidate recognizes the role of the teacher in creating a learning community in which all students are valued as learners.

The candidate exhibits a willingness to create learning activities and modes of participation that support the learning of all students.

The candidate demonstrates a willingness to meet the educational needs of all students in a caring manner.

**REFLECTION:** *Practices thoughtful self-evaluation as a process for continued professional growth (leadership)*

The candidate demonstrates an openness to self-knowledge, growth, and change.

The candidate's reflections move beyond reporting and therefore encompass meta-cognition, and intuitive and analytical thinking.

The candidate writes reflections based on national standards in field experiences, coursework, student teaching and graduate portfolios.

The candidate examines his/her practices and beliefs and considers the impact these practices and beliefs have on student learning and student experiences in the classroom.

**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 of academic integrity (leadership, service)*

The candidate respects the privacy of students and confidentiality of information.

The candidate follows the code of ethics of the field.

The candidate makes ethical or moral decisions using a strength based framework rather than a deficit model.

The candidate follows Institutional Review Board guidelines.

The candidate follows the university policy of academic integrity.

**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)*

The candidate demonstrates the belief that all children can learn at high levels and persists in helping all students achieve success.

The candidate strives to meet the educational needs of all students in a caring, non-discriminatory and equitable manner.

The candidate exhibits an active voice/stance towards students by challenging social inequities, social inequalities, bias and stereotypes.

The candidate exhibits a leadership role by taking initiative as a change agent in the classroom setting on behalf of the children and their families.

**COLLABORATION:** *Working together to plan and solve problems and create new opportunities for growth (leadership, service)*

The candidate exhibits a willingness to share ideas and resources when engaged in collaborative activities.

The candidate communicates using a variety of means to foster collaboration to support goals of the group or another individual.

The candidate seeks to understand different perspectives in order to support consensus in group processes or with another individual.

The candidate participates and prepares for class in a way that supports the learning of the group.

**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)*

The candidate uses new information to adjust, add to, and inform current practice and thinking.

The candidate is willing to adapt to change.

The candidate is willing to listen and consider the views of others.

The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas and needs.

**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)*

The candidate respects students and/or peers and/or colleagues as individuals with differing personal and family backgrounds and various skills, talents and interests.

The candidate is sensitive to community and cultural norms and recognizes his/her own biases and stereotypes.

The candidate provides materials and/or learning experiences that relate to the diverse backgrounds of his/her students.

The candidate expresses his/her willingness to learn about the history and culture of groups that are different than his/her own history and culture, so that classroom activities offered value the contributions of all students.

**ACCEPTANCE OF RESPONSIBILITY:** *Embracing the tasks and duties that accompany the leadership and service role of an educator (leadership)*

The candidate takes the initiative to meet and conference with students and/or peers and/or colleagues and/or faculty for feedback and/or assistance in the classroom and in the field.

The candidate recognizes the professional responsibility for engaging in and supporting appropriate professional practices for him/herself and his/her colleagues in support of student learning.

The candidate completes course requirements (e.g. readings, assignments, field experiences) in a timely manner.

The candidate makes appropriate arrangements with colleagues and faculty when absent and follows through on his/her own agreements.

The candidate uses data to examine his/her instruction in relationship to the strengths and weaknesses of the student learner.

**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)*

The candidate makes students feel valued as individuals, and helps each student feel a sense of belonging in the classroom.

The candidate takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.

The candidate fosters student participation as a means of supporting community, and is committed to the expression and use of democratic values in all communities, both inside and outside the classroom.

The candidate builds a classroom spirit through the evidence of cohesion, friendship, and trust among all community members.