



Professional Dispositions Assessment

Becoming a teacher requires the knowledge, skills, and dispositions necessary to work with children and adults alike, across a wide variety of ages and contexts. Professional dispositions are “professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development” (NCATE, 2014).

The University of Michigan-Flint’s Department of Education- Undergraduate Education Programs have established three core concepts in developing the professional dispositions of preservice educators: **(1) Professional Commitment and Responsibility;** **(2) Professional Relationships;** and **(3) Critical Thinking and Reflective Practice.**

The following professional standards guide the University of Michigan-Flint’s Department of Education- Undergraduate Education Program Professional Dispositions:

Professional Dispositions- Core Concepts *	INTASC (2013) Model Core Teaching Standards	NAEYC (2011) Code of Ethical Conduct and Statement of Commitment **
(1) Professional Commitment and Responsibility	<i>Standard 1: Learner Development; Standard 2: Learning Differences; Standard 3: Learning Environments; Standard 4: Content Knowledge</i>	<i>Section I: Ethical Responsibilities to Children; Section II: Ethical Responsibilities to Families; Section IV: Ethical Responsibilities to Community and Society</i>
(2) Professional Relationships	<i>Standard 9: Professional Learning and Ethical Practice; Standard 10: Leadership and Collaboration</i>	<i>Section I: Ethical Responsibilities to Children; Section III: Ethical Responsibilities to Colleagues</i>
(3) Critical Thinking and Reflective Practice	<i>Standard 5: Application of Content; Standard 6: Assessment; Standard 7: Planning for Instruction; Standard 8: Instructional Strategies</i>	<i>Section I: Ethical Responsibilities to Children; Section IV: Ethical Responsibilities to Community and Society</i>

*These core concepts also align with Michigan Professional Educator's Code of Ethics, required as part of teacher licensure in the state of Michigan (see Michigan Department of Education for more information). **Please note, NAEYC (2011) standards apply only to students enrolled in Option 2.

About the Form for Professional Dispositions Assessment

You will provide evidence to the faculty over the course of your program that you are developing the dispositions of an educator. **You will find two sections to the professional dispositions.** First are the dispositions that you will display as students that allow us to see you are developing dispositions you need as a teacher in your University coursework. Second, are the dispositions that we will observe when you are working in settings with children, within field-based experiences in P-8 educational settings.

Illustrative examples have been provided to guide you in "what this professional disposition might look like" in the University classroom to field experiences. Please note, these examples are not all inclusive or designed to limit desired dispositions.

About the Scoring Scale for Professional Dispositions Assessment

The following scoring scale is used to evaluate the professional dispositions of and serve as a self-assessment for teacher candidates across University classroom and field experiences:

SCALE SCORING	
Meets	(3)
Learning/Progressing	(2)
Not Acceptable	(1)
Not Observed	(0)

This scoring scale has been carefully designed to support your learning and growth as a future educator. It is important to be reflective about your scores and continuously improve your own practices (behaviors and actions) to demonstrate the dispositions required of practicing teachers.

It is expected that you will perform at the level of “meets (3)” as future educator. *If you receive a “not acceptable” (1) in any area because of an observed action or behavior*, this is considered a “violation” of the Professional Dispositions for the Department of Education at the University of Michigan- Flint. A policy has been established to support your learning and growth as a future educator. Please refer to the “Policy on Violations of Professional Dispositions” for more information regarding this procedure.

Note: We thank the following institutions for sharing their own Professional Dispositions forms online, from which we referenced or adapted content: Coloroda Mesa University- Center for Teacher Education (<http://www.coloradomesa.edu/teacher-education/documents/dispositionform.pdf>), University of Hawaii at Manoa (<https://coe.hawaii.edu/sites/default/files/extranet/documents/Professional%20Dispositions%20-%20Field%20Forms.pdf>), and the University of Michigan- Dearborn’s College of Education, Health, and Human Services (https://umdearborn.edu/cehhs/fileadmin/groups/10/cehhs_cms_files/current_students/academic_policies/Professional_Dispositions_Document_2014.pdf).

Student Name: _____ Year/Semester in Program: _____

Faculty Member Name: _____ Course Code/Number: _____

Professional Dispositions Assessment

1. Professional Commitment and Responsibility: The teacher candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it. The candidate:

Practicing Teacher	What it looks like in the university course context	Meets (3) Learning (2) Not Acceptable (1) Unobserved (0)	What it looks like in the field context	Meets (3) Learning (2) Not Acceptable (1) Unobserved (0)
1.1 Demonstrates a commitment that all children can learn by providing high quality learning opportunities and experiences for all students.	Demonstrates a belief that children can learn familiar and unfamiliar content. <ul style="list-style-type: none"> • Teacher candidate works with professors to learn how to properly evaluate where a student lies developmentally for any specific subject area. • Shows knowledge/capability of demonstrating lessons through various methods; reaching many learning styles (e.g., tactile, visual, auditory). • Is familiar with ways to adjust lessons for students with any 		Plans, enacts, and/or evaluates high quality learning opportunities for all children. <ul style="list-style-type: none"> • Observant towards mentor teacher in how they present new information. • Reaches out to students needing assistance. • Works with mentor teacher to develop high quality lessons that students will be engaged with. • Able to evaluate student work and adjust lessons to suit their needs. 	

	<p>learning disabilities (mental/physical) so that every child has the opportunity to learn.</p> <ul style="list-style-type: none"> • Teacher candidate uses varied learning strategies. Making modifications if needed. Reteaching and scaffolding if needed also. 			
<p>1.2 Actively teaches towards cognitive, social-emotional, physical, and linguistic development.</p>	<p>Develops an understanding of theories and practices of cognitive, social-emotional, physical, and linguistic development of children</p> <ul style="list-style-type: none"> • Is able to discuss and cite various theories and teaching styles in conversation with instructor and fellow classmates. • Actively engages and questions fellow classmates and instructor on theories and best practices in a respectful and thoughtful manner. • Looks for ways in which to apply what is learned in the university classroom to the elementary classroom. 		<p>Plans, enacts, and/or evaluates instructional experiences informed by theories and practices of cognitive, social-emotional, linguistic development of children</p> <ul style="list-style-type: none"> • Displays developmentally appropriate expectations of students in classroom. • Lesson plans and classroom management strategies used by teacher candidates are supportive of students while always aiming to build upon students' current abilities and understandings (providing support when necessary). • Ensures that all 	

			developmental areas are addressed with equal emphasis.	
1.3 Displays a willingness to take initiative and seek understanding of complex issues in order to solve problems both independently and collaboratively.	<p>Demonstrates a willingness to take initiative and seek understanding of complex issues in order to solve problems (i.e., balancing school, work, and personal life; relationships with peers and instructors) both independently and collaboratively.</p> <ul style="list-style-type: none"> • Leading a discussion when working with small groups of peers • Asks questions of peers and the instructor to determine the best way to solve a problem • Desks arranged into a collaborative way (groups of 4, large circle, etc.) • Display a sense of open communication, both speaking and listening. . 		<p>Plans, enacts, and/or evaluates issues in order to solve problems (i.e., dilemmas of teaching, concerns about children, relationships with colleagues) of the classroom and school setting, independently and collaboratively.</p> <ul style="list-style-type: none"> • When a problem arises, the candidate handles themselves professionally by discussing any issue with mentor teacher or professor. • Working with professor, University students, or mentor teacher to effectively plan lessons for the students in field. • Managing time wisely, staying organized to be able to work with students and other members in the field 	

<p>1.4 Acknowledges others' work, colleagues' ideas, citing works accurately, and honors copyright</p>	<p>Demonstrates academic honesty (e.g., includes such things as acknowledging others' work, colleagues' ideas, citing works accurately, honoring copyrights).</p> <ul style="list-style-type: none"> Honors copyrights by using only permissible materials. Cites other's work by using APA Style Sixth Edition, including appropriate citations. Gives credit to coursework/colleagues' ideas as appropriate. 		<p>Acknowledges others' work, colleagues' ideas, citing works accurately, and honors copyright</p> <ul style="list-style-type: none"> Plans and implements classroom lesson that honor copyright laws. Cites the lesson and instructional ideas of others using citations where appropriate. Gives credit to other teachers/colleagues for lesson ideas where appropriate. Teacher candidate teaches students the importance of acknowledging others work. Teacher candidate teaches students proper citing and what sources are credible. 	
<p>1.5 Supports the growth and development of all learners for creating and sustaining an informed citizenry in a democratic society through mutual respect, equity, diversity, truth, and honesty (i.e., follows the Michigan Professional Educator's</p>	<p>Demonstrates a commitment to educational growth in themselves and others, and to the profession (i.e., follows the Michigan Professional Educator's Code of Ethics).</p> <ul style="list-style-type: none"> Develops and 		<p>Supports the growth and development of all learners for creating and sustaining an informed citizenry in a democratic society through mutual respect, equity, diversity, truth, and honesty (i.e., follows</p>	

<p>Code of Ethics).</p>	<p>demonstrates respect for all.</p> <ul style="list-style-type: none"> Practices equity in thinking and interactions with others. Is honest in thinking and interactions with others. Shows a willingness to “grow” as an educational professional in thoughts, actions, and words within the University classroom. Develops and demonstrates trust and honesty. 		<p>the Michigan Professional Educator’s Code of Ethics); demonstrates a continuing commitment to educational growth in themselves and others.</p> <ul style="list-style-type: none"> Shows respect towards the school and classroom communities in which he/she is placed. Practices truth and honesty, with humility, in the school and classroom communities in which he/she is placed. Shows a willingness to “grow” as an educational professional within the school and classroom communities in which he/she is placed. Demonstrates compassion toward the student/s, school, families, and communities. 	
<p>1.6 Dresses in a professional manner appropriate for working with children; uses</p>	<p>Uses positive language and demeanor (attitude) with peers and instructors alike.</p> <ul style="list-style-type: none"> Treats both students 		<p>Dresses in a professional manner appropriate for working with children; uses</p>	

<p>positive language and demeanor (attitude) with children and adults alike.</p>	<p>and his/her instructor with respect.</p> <ul style="list-style-type: none"> Communicates with his/her instructor in a professional manner. Attends class with an open mind, ready to learn and actively engage in positive discussions. 		<p>positive language and demeanor (attitude) with children and adults alike.</p> <ul style="list-style-type: none"> Follows the dress code provided by his/her instructor. Student meets with his/her mentor class with an open-mind, and positive attitude. Student does not use offensive language, make derogatory remarks, in both the classroom, and school setting. Teacher candidate shows respect to the school and students with proper dress, 	
<p>1.7 Demonstrates respect and sensitivity for all students, families, and colleagues.</p>	<p>Demonstrates respect and sensitivity for all members of the campus community.</p> <ul style="list-style-type: none"> Maintains confidentiality for colleagues, school sites, and in all work. If there is a problem with another student, the professor should be told, not the rest of the class. Do not put down other students' work or ideas. 		<p>Demonstrates respect and sensitivity for all students, families, and colleagues.</p> <ul style="list-style-type: none"> Maintains confidentiality for colleagues, students, and their families. Students in field placement should not be discussed outside of the classroom. If there are problems with the mentor teacher or student in the field, it will be brought to the professor's attention . 	

<p>1.8 Engages in lifelong learning, aided by reflection and assessment of new information and ideas.</p>	<p>Demonstrates the ability to apply new ideas in multiple contexts, demonstrates curiosity and willingness to learn.</p> <ul style="list-style-type: none"> • Being open to other student's and teacher's ideas. • Collaborating with other students to review a lesson and think about the material in a different/new way. • Listening to our teacher's feedback if they have suggestions for our work. 		<p>Engages in lifelong learning, aided by reflection and assessment of new information and ideas.</p> <ul style="list-style-type: none"> • Try new activities with students. • Reflect on own lesson to learn from and evaluate how the lesson went. • Being open to constructive criticism • Talking with other colleagues to speak about what they did in their lesson/how things went so we can learn from their experiences as well. 	
<p>Comments:</p>				

2. Professional Relationships: The teacher candidate develops, maintains, and models appropriate relationships with colleagues, family, community, and the larger society. The candidate:

Practicing Teacher	What it looks like in the classroom	Meets (3) Learning (2) Not Acceptable (1) Unobserved (0)	What it looks like in the field	Meets (3) Learning (2) Not Acceptable (1) Unobserved (0)
<p>2.1 “Professional attitudes, values (e.g., all people can learn), and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities” (NCATE, 2014)</p>	<p>Demonstrates professional (positive) attitudes, values (e.g., all people can learn), and beliefs, including verbal and nonverbal behaviors, towards all members of the campus community.</p> <ul style="list-style-type: none"> • Regularly contributes and work well with others in different areas that are needed • Values others opinions mentally, physically, and emotionally, but also makes sure that everyone is in the right track. Therefore, leading discussions, meetings, working within the community, etc., will appropriately demonstrate professionalism • Is engaging with colleagues, students, and families not only on campus 		<p>“Professional attitudes, values (e.g., all people can learn), and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities” (NCATE, 2014)</p> <ul style="list-style-type: none"> • Properly engages with students during work time, as well as work with students who may need extra help with teacher’s permission • Ask questions, get to know the students • Continue to gain knowledge of the students within the classroom, and how the teacher exhibits the classroom for the students’ learning abilities 	

	community, but outside campus community as well			
2.2 Active, respectful participants in discussions who interact effectively, respectfully, and empathetically across a wide range of situations and people	<p>Participates regularly in class, is an active contributor, listens and responds appropriately to others, respectfully and empathetically</p> <ul style="list-style-type: none"> • Regularly contributes constructive comments/questions to class discussions and group work • Listens attentively and is not distracted by side conversations, technology, work for other courses, etc. • Is respectful toward colleagues during class discussions, including not interrupting, not engaging in arguments, and using diplomacy whenever possible 		<p>Active, respectful participants in discussions who interact effectively, respectfully, and empathetically across a wide range of situations and people</p> <ul style="list-style-type: none"> • Actively engages with students during work time and assists the teacher at all possible opportunities • Interactions with all students involve the same level of respect, interest, and willingness to help • Makes an effort to understand and accommodate the emotional, social, and learning needs of individual students 	
2.3. Maintains respectful relationships with colleagues, administrative authority, and non-instructional staff	Respect is demonstrated for colleagues (other teacher candidates), faculty, and non-instructional staff within and outside the		Respect is demonstrated for colleagues (other teacher candidates), mentor teachers, other teachers, principal/s, and non-instructional	

	<p>University classroom</p> <ul style="list-style-type: none"> • Demonstrates and uses respectful tone, body language, and interactions with other teacher candidates • Demonstrates and uses respectful tone, body language, and interactions with faculty • Demonstrates and uses respectful tone, body language, and interactions with non-instructional staff (e.g., secretaries) 		<p>staff within the field placement/s</p> <ul style="list-style-type: none"> • Demonstrates and uses respectful tone, body language, and interactions with mentor teacher and/or other teachers • Demonstrates and uses respectful tone, body language, and interactions with the principal/s • Demonstrates and uses respectful tone, body language, and interactions with non-instructional staff (e.g., secretaries) 	
<p>* Diversity is defined as differences among people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area (NCATE, 2014).</p>				
<p>Comments:</p>				

3. Critical Thinking and Reflective Practice: The teacher candidate demonstrates a commitment to continuous development within the profession. The candidate:

Practicing Teacher	What it looks like in the classroom	Meets (3) Learning (2) Not Acceptable (1) Unobserved (0)	What it looks like in the field	Meets (3) Learning (2) Not Acceptable (1) Unobserved (0)
3.1 Committed to mastering best practices informed by sound theory	<p>Seeks theoretical knowledge and regularly connects theory to potential teaching practices</p> <ul style="list-style-type: none"> • Continues to grow as a lifelong learner. • Views learning as a reflective process. Thinking about how to implement learned material. • Able to combine theories to find the best teaching practices. • Understanding how each theory connects with the topic of interest.. • Constructing detailed lesson plans based on theoretical information. • Participating in group and in-class discussion utilizing theoretical knowledge and best practices. 		<p>Applies theoretical knowledge and regularly connects theory to potential teaching practices</p> <ul style="list-style-type: none"> • Regularly uses material in the field that is used in the classroom. • Decides which learned theories best apply to a given situation or lesson in the field. • Builds on learned classroom material with new knowledge learned in the field. • Applies learned subject matter knowledge to incorporate meaningful lessons for students. • Demonstrates learned topics by teaching students and giving students examples through interactive learning. • Continuing to use theoretical information 	

			and knowledge to be able to teach and work with students in large and small groups.	
3.2 Demonstrates a willingness to continuously examine one's own assumptions, beliefs, and practices.	<p>Demonstrates a willingness to continuously examine one's own assumptions, beliefs, and practices.</p> <ul style="list-style-type: none"> • Critiques personal personal thinking, views, and ideas. • Carefully examines the ideas brought forth by peers and contribute and/or change personal thinking, views, and ideas. • Teacher candidate allows time to reflect on their own personal beliefs, assumptions, and practices. 		<p>Demonstrates a willingness to continuously examine one's own assumptions, beliefs, and practices.</p> <ul style="list-style-type: none"> • Ask questions to further your knowledge of the always changing classroom. • Be willing to be flexible and change the practices in the classroom. • Collaborate with other professionals in the field. 	
3.3 Uses feedback in a positive manner.	<p>Uses feedback in a positive manner.</p> <ul style="list-style-type: none"> • Critiques from instructor are used constructively to improve classroom performance • Constructive criticism from peers is used to help better understand course material 		<p>Uses feedback in a positive manner.</p> <ul style="list-style-type: none"> • Asking questions to better understand the feedback being given • Reserving emotions while receiving feedback • Giving thanks to the person giving the feedback. 	

	<ul style="list-style-type: none"> • Being open to criticism that may not be positive. 			
<p>Comments:</p>				

Action Plan for Areas Marked “Not Acceptable” (if applicable)- Remediation Plan:

Provide a brief listing of areas--complete “Violation of Professional Dispositions: Concern Report” as applicable.

By signing below, you, as a student in the University of Michigan-Flint’s Department of Education, acknowledge reviewing this “Professional Dispositions Assessment” with the faculty member on the date listed below.

Student Signature: _____

Date: _____

Faculty Signature: _____

Timeline:

All evaluations and interviews should be led by faculty members. Lectures should be part of the process.

	Option 1	Option 2
Winter Year 1- Introduction Students are introduced to the professional dispositions and the <i>Michigan Code of Ethics for Professional Educators</i> . Students are not assessed at this time	1 workshop attendance is mandatory (workshop offered 2-3 times through the semester, CEP organizes the time and place, faculty members lead the workshop)	1 workshop attendance is mandatory (workshop offered 2-3 times through the semester, CEP organizes the time and place, faculty members lead the workshop)
<i>If issues arise during Year 1</i>	Disposition conversations occur (student and at least 2 faculty members) and remediation plans are written.	Disposition conversations occur and remediation plans are written.
1st Assessment point Fall of Year 2 Attached to students taking EDM 120	Assessment meetings occur at the end of semester. Dispositions conversations occur (student and at least 2 faculty members) and remediation plans are written.	Assessment meetings occur at the end of semester.
<i>If issues arise after the 1st assessment</i>	Disposition conversations occur (student and at least 2 faculty members) and remediation plans are written.	Disposition conversations occur (student and at least 2 faculty members) and remediation plans are written.
2nd Assessment point Fall of Year 4 (beginning of semester) Attached to students taking EDR 344/361	Assessment meetings occur at the end of semester.	Assessment meetings occur at the end of semester.
<i>If issues arise after the 2nd assessment</i>	Disposition conversations occur (student and at least 2 faculty members) and remediation plans are written.	Disposition conversations occur (student and at least 2 faculty members) and remediation plans are written.
3rd Assessment point Fall of Year 5 Attached to students taking EDE 460	Assessment meetings occur as part of the student teaching interview.	Assessment meetings occur as part of the student teaching interview.
4th Assessment point Spring of Year 5 Part of the Student Teaching Experience	End of student teaching. No meeting or conversation required.	End of student teaching. No meeting or conversation required.

POLICY ON VIOLATIONS OF PROFESSIONAL DISPOSITIONS

The Department of Education at the University of Michigan-Flint has established the following policy on violations of Professional Dispositions.

If a faculty member observes a candidate's violation of Professional Dispositions:

1. A Dispositional Meeting will be called between one or more faculty members and said candidate.
2. Discussion of specific indicators of concerns in Professional Dispositions will occur and be documented.
3. When deemed in order by the faculty, a remediation plan ("Violation of Professional Dispositions: Concern Report" form) may be created and tracked in coordination with the Center for Educator Preparation and the Professional Dispositions Committee.

More than one violation of the Professional Dispositions for the Department of Education may be brought to the Department Chair for consultation and meeting with said candidate.

Repeated violations of the Professional Dispositions for the Department of Education, prior to student teaching, may lead to program interruption and/or dismissal from the program.

Decisions regarding violations of the Professional Dispositions: Teacher candidates may appeal a Professional Disposition decision regarding program interruption and/or dismissal from the program to the Student Review Panel of the UM-Flint School of Education and Human Services, whose decision is final.