

Professional Dispositions Standards
for MST Childhood Education Students

Students in professional education certification programs should demonstrate values and attitudes that are consistent with the highest professional standards. Students must demonstrate these qualities in concrete ways in their interactions with their peers, college faculty, personnel in the cooperating schools, and public school students.

Many dispositions related to teaching need to be developed in students throughout the MST Childhood Education program. These dispositions will be discussed with each new student during his or her initial advising session. Dispositions will also be assessed during GRED 607, GRED 664, and student teaching.

Students will be assessed on the dispositions below. A list of performance indicators for each disposition is provided on the attached page.

- Works well with others
- Takes responsibility for one's own actions
- Fosters positive relationships
- Behaves in a professional manner
- Maintains a high level of competence and integrity in one's practice
- Willing to take risks, be flexible, show comfort with uncertainty
- Recognizes and respects one's own diversity and that of others

By signing this note of understanding, I attest that I have read and understand the dispositions and performance indicators provided to me upon acceptance to the MST Childhood Education program. I further understand that I will be assessed on the above dispositions during my enrollment at SUNY Potsdam.

Print name: _____

Student ID Number: _____

Signature: _____

Date: _____

Adviser's signature: _____

Student Teaching Dispositions Curriculum and Instruction v.05.11

	Unsatisfactory (Value =0)	Needs Improvement to Meet Expectations (Value=1)	Meets Expectations (Value=2)	Exceeds Expectations (Value=3)	Score/Level
Works Well With Others by: encouraging others to share ideas; participating in group/team collaboration; accepting consensus; offering assistance where possible; and making his/her resources available to aid the group's task.	The teacher candidate does not meet expectations for a beginning teacher for working well with others on several of the following indicators: encouraging others to share ideas; participating in group/team collaboration; accepting consensus; offering assistance where possible; and/or making his/her resources available to aid the group's task.	While the teacher candidate is making progress toward meeting beginning teacher expectations of working well with others, the candidate needs to improve one or more of the following: encouraging others to share ideas; participating in group/team expected indicators: collaboration; accepting consensus; offering assistance where possible; and/or making his/her resources available to aid the group's task.	The teacher candidate works well with others by consistently: encouraging others to share ideas; participating in group/team collaboration; accepting consensus; offering assistance where possible; and making his/her resources available to aid the group's task.	The teacher candidate exceeds expectations for a beginning teacher for working well with others by demonstrating all of the following indicators and does so with confidence and ease: encouraging others to share ideas; participating in group/team collaboration; accepting consensus; offering assistance where possible; and making his/her resources available to aid the group's task.	
Takes Responsibility for One's Own Actions by: following through on responsibilities and tasks in a timely manner; accepting and acting on constructive suggestions; following directions; and not blaming others.	The teacher candidate does not meet expectations for a beginning teacher in taking responsibility for his/her own actions on several of the following indicators: following through on responsibilities and tasks in a timely manner; accepting and acting on constructive suggestions; following directions; and not blaming others.	While the teacher candidate is making progress toward meeting expectations for a beginning teacher for taking responsibility for their actions, there are one or more of the following indicators that needs improvement; following through on responsibilities and tasks in a timely manner; accepting and acting on constructive suggestions; following directions; and/or not blaming others.	The teacher candidate takes responsibility for his/her own actions by routinely: following through on responsibilities and tasks in a timely manner; accepting and acting on constructive suggestions; following directions; and not blaming others.	The teacher candidate exceeds expectations for a beginning teacher to take responsibility for one's own actions by demonstrating all of the following indicators freely and with confidence: follows through on responsibilities and tasks in a timely manner; accepts and acts on constructive suggestions; follows directions; and does not blame others.	
Fosters Positive Relationships by: modeling effective interpersonal behaviors and communication; providing positive reinforcement when appropriate; seeking to solve problems; and seeking involvement in after-school activities.	The teacher candidate does not meet expectations for a beginning teacher for fostering positive relationships on several of the following indicators: modeling effective interpersonal behaviors and communication; providing positive reinforcement when appropriate; seeking to solve problems; and seeking involvement in after-school activities.	While the teacher candidate is making progress toward meeting expectations for a beginning teacher, one or more of the following indicators are in need improvement: modeling effective interpersonal behaviors and communication; providing positive reinforcement when appropriate; seeking to solve problems; and seeking involvement in after-school activities.	The teacher candidate fosters positive relationships by: modeling effective interpersonal behaviors and communication; providing positive reinforcement when appropriate; seeking to solve problems; and seeking involvement in after-school activities.	The teacher candidate exceeds expectations for a beginning teacher on fostering positive relationships by demonstrating all of the following indicators confidently: modeling effective interpersonal behaviors and communication; providing positive reinforcement when appropriate; seeking to solve problems; and seeking involvement in after-school activities.	
Behaves in a Professional Manner by: exhibiting personal integrity; being punctual; dressing professionally; respecting personal boundaries with regard to sharing or seeking information of a personal/intimate nature; and teaching using correct language grammar and avoiding colloquialisms.	The teacher candidate does not meet expectations for a beginning teacher to behave in a professional manner on several of the following indicators: exhibiting personal integrity; being punctual; dressing professionally; respecting personal boundaries with regard to sharing or seeking information of a personal/intimate nature; and teaching using correct language grammar and avoiding colloquialisms.	While the teacher candidate is making progress toward meeting expectations for a beginning teacher, one or more of the following indicators are in need of improvement: exhibiting personal integrity; being punctual; dressing professionally; respecting personal boundaries with regard to sharing or seeking information of a personal/intimate nature; and teaching using correct language grammar and avoiding colloquialisms.	The teacher candidate behaves in a professional manner by: exhibiting personal integrity; being punctual; dressing professionally; respecting personal boundaries with regard to sharing or seeking information of a personal/intimate nature; and teaching using correct language grammar and avoiding colloquialisms.	The teacher candidate exceeds expectations for a beginning teacher for behaving in a highly professional manner by exhibiting all of the following indicators in an exemplary manner: exhibiting personal integrity; being punctual; dressing professionally; respecting personal boundaries with regard to sharing or seeking information of a personal/intimate nature; and teaching using correct language grammar and avoiding colloquialisms.	

<p>Maintains High Level of Competence in His/Her Practice by: engaging in ongoing self-reflection while seeking constructive criticism to improve teaching; identifying his/her strengths and needs and working to update skills/knowledge accordingly; organizing information and materials to facilitate student success; consistent preparation through both long and short-term planning.</p>	<p>The teacher candidate does not meet expectations for a beginning teacher to maintain a high level of competence on several of the following indicators: engaging in ongoing self-reflection while seeking constructive criticism to improve teaching; identifying his/her strengths and needs and working to update skills/knowledge accordingly; organizing information and materials to facilitate student success; consistent preparation through both long and short-term planning.</p>	<p>While the teacher candidate is making progress toward meeting expectations for a beginning teacher to maintain a high level of competence in his/her practice, there are one or more of the following indicators that are in need of improvement: engaging in ongoing self-reflection while seeking constructive criticism to improve teaching; identifying his/her strengths and needs and working to update skills/knowledge accordingly; organizing information and materials to facilitate student success; consistent preparation through both long and short-term planning.</p>	<p>The teacher candidate maintains a high level of competence in his/her practice by: engaging in ongoing self-reflection while seeking constructive criticism to improve teaching; identifying his/her strengths and needs and working to update skills/knowledge accordingly; organizing information and materials to facilitate student success; consistent preparation through both long and short-term planning.</p>	<p>The teacher candidate exceeds expectations for a beginning teacher to maintain a high level of competence in practice by exhibiting all of the following indicators in an outstanding manner: engaging in ongoing self-reflection while seeking constructive criticism to improve teaching; identifying his/her strengths and needs and working to update skills/knowledge accordingly; organizing information and materials to facilitate student success; consistent preparation through both long and short-term planning.</p>	
<p>Willing to take Risks; Be Flexible; Show Comfort With Uncertainty by: adapting to changes in the workplace (i.e. schedules, snow days, etc.); taking advantage of the teachable moment; trying unfamiliar techniques; and encouraging students and peers to take appropriate risks.</p>	<p>The teacher candidate does not meet expectations for a beginning teacher to be willing to take risks, be flexible and show comfort with uncertainty by not demonstrating several of the following indicators: not adapting to changes in the workplace (i.e. schedules, snow days, etc.); not taking advantage of teachable moments; not trying unfamiliar techniques; and not encouraging students and peers to take appropriate risks.</p>	<p>While the teacher candidate is making progress toward meeting expectations for a beginning teacher to demonstrate willingness to take risks; be flexible and show comfort with uncertainty, there are one or more of the following indicators that are in need of improvement: adapting to changes in the workplace (i.e. schedules, snow days, etc.); taking advantage of the teachable moment; trying unfamiliar techniques; and encouraging students and peers to take appropriate risks.</p>	<p>The teacher candidate demonstrates willingness to take risks, be flexible and show comfort with uncertainty by: adapting to changes in the workplace (i.e. schedules, snow days, etc.); taking advantage of the teachable moment; trying unfamiliar techniques; and encouraging students and peers to take appropriate risks.</p>	<p>The teacher candidate exceeds expectations for a beginning teacher to be willing to take risks; being flexible and showing comfort with uncertainty by demonstrating all of the following indicators with confidence and enthusiasm: adapting with natural ease to changes in the workplace (i.e. schedules, snow days, etc.); consistently taking advantage and creating of teachable moments; regularly trying unfamiliar techniques; and routinely encouraging students and peers to take appropriate risks.</p>	
<p>Recognizes and Respects His/Her Own Diversity and That of Others by: purposively using instructional resources that incorporate alternative points of view; using instructional practices that respectfully reflects the diversity of both the community and beyond; responding respectfully to diverse opinions and lifestyles; providing participants opportunities to share cultures; and creating a climate of inclusivity in the classroom.</p>	<p>The teacher candidate does not meet expectations for a beginning teacher to recognize his/her own diversity and that of others by not demonstrating several of the following indicators: not purposively using instructional resources that incorporate alternative points of view; not using instructional practices that respectfully reflects the diversity of both the community and beyond; not responding respectfully to diverse opinions and lifestyles; not providing participants opportunities to share cultures; and therefore</p>	<p>While the teacher candidate is making progress toward meeting expectations for a beginning teacher, one or more of the following indicators are in need of improvement: purposively using instructional resources that incorporate alternative points of view; using instructional practices that respectfully reflects the diversity of both the community and beyond; responding respectfully to diverse opinions and lifestyles; providing participants opportunities to share cultures; and creating a climate of inclusivity in the classroom.</p>	<p>The teacher candidate recognizes and respects his/her own diversity and that of others by: purposively using instructional resources that incorporate alternative points of view; using instructional practices that respectfully reflects the diversity of both the community and beyond; responding respectfully to diverse opinions and lifestyles; providing participants opportunities to share cultures; and creating a climate of inclusivity in the classroom.</p>	<p>The teacher candidate exceeds expectations for a beginning teacher for recognizing and respecting his/her diversity and that of others by demonstrating all of the following indicators routinely in an exemplary manner: purposively using instructional resources that incorporate alternative points of view; using instructional practices that respectfully reflects the diversity of both the community and beyond; responding respectfully to diverse opinions and lifestyles; providing participants opportunities to share cultures; and creating a climate of inclusivity in the classroom.</p>	