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Overview of Professional Dispositions

Teacher candidates in professional education certification programs should demonstrate values and attitudes that are consistent with the highest professional standards. SUNY Potsdam's School of Education's Professional Disposition Framework consists of principals or standards that underpin a teacher's success in the classroom. It consists of values, commitments, and professional ethics that govern how a teacher acts with students, families, colleagues, and the community.

These dispositions will be discussed with each new teacher candidate in their initial advising session and reintroduced throughout the entire teacher candidate program. The teacher candidate is required to sign an acknowledgement as part of the onboarding process stating they 1) understand the professional disposition framework related to their program of study, 2) will continuously self-reflect throughout the entire teacher education program to set goals to meet target levels, and 3) demonstrate these dispositional qualities in concrete ways in their interactions with their peers, college faculty, personnel in the cooperating schools, and public-school students starting from admission into the teacher education program through graduation.

Teacher candidate dispositions will be assessed during each phase/gate of the teacher education program and will impact the progression of the teacher candidate through each phase.

For any pre-student teaching course or field experience, the candidate may be developing dispositions, at anytime a candidate scores an ineffective, the instructor/supervisor should set goals for improvement and contact the program of study to discuss intervention and support.

Rubric

Professional Dispositions Evaluation					
	Highly Effective 3	**Effective 2**	**Developing 1**	**Ineffective 0**	**Score**
Demonstrates Value of Teaching InTASC Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (10b, 10n, 10r, 10t)	Indicators: • Actively reflects on teaching practices • Enthusiastic for teaching when delivering the content • Positive attitude toward expectations of the profession and school community • Advocates for learner social and emotional needs in classroom environment and in practice				
	Candidate demonstrates **all indicators.**	Candidate demonstrates **3 indicators.**	Candidate demonstrates **2 indicators.**	Candidate demonstrates **less than 2 indicators.**	

Professional Dispositions Evaluation					
	Highly Effective 3	**Effective 2**	**Developing 1**	**Ineffective 0**	**Score**
Danielson Domain 4: Professional Responsibilities (4a)					
Works Well With Others InTASC Standard #9 Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o) Danielson Domain 4: Professional Responsibilities (4d, 4e)	Indicators: • Shares ideas with others • Participates in group/team collaboration • Accepts consensus • Provides assistance where possible • Makes resources available to others to aid instruction				
	Candidate demonstrates **all indicators.**	Candidate demonstrates **4 indicators.**	Candidate demonstrates **3 indicators.**	Candidate demonstrates **less than 3 indicators.**	
Takes Responsibility for One's Own Actions InTASC Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o) Danielson Domain 4: Professional Responsibilities (4e, 4f)	Indicators: • Follows through on responsibilities and tasks in a timely manner • Responds to feedback without becoming defensive • Identifies strengths and areas for professional growth • Follows directions • Does not blame others				
	Candidate demonstrates **all indicators.**	Candidate demonstrates **4 indicators.**	Candidate demonstrates **3 indicators.**	Candidate demonstrates **less than 3 indicators.**	
Fosters Positive Relationships InTASC Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (10b, 10n, 10r, 10t) Danielson Domain 4: Professional Responsibilities (4d)	Indicators: • Models effective interpersonal behaviors (verbal and non-verbal communication) • Voluntarily participates in school-based and/or community-based activities • Uses one's initiative to problem solve and address professional concerns • Comfortable working with peers, families, and students from diverse cultural and social backgrounds • Avoids pushing personal viewpoints onto others by respecting personal boundaries				
	Candidate demonstrates **all indicators.**	Candidate demonstrates **4 indicators.**	Candidate demonstrates **3 indicators.**	Candidate demonstrates **less than 3 indicators.**	

Professional Dispositions Evaluation

	Highly Effective 3	Effective 2	Developing 1	Ineffective 0	Score
Behaves in a Professional Manner InTASC Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o) Danielson Domain 4: Professional Responsibilities (4f)	Indicators: • Maintains confidentiality and does not engage in gossip with regard to sharing or seeking information of a personal/intimate nature • Demonstrates respect for professional practice • Arrives promptly for commitments • Meets all deadlines and obligations • Dresses appropriately and professionally for work setting • Uses appropriate professional language in oral and written communication				
	Candidate demonstrates **all indicators.**	Candidate demonstrates **5 indicators.**	Candidate demonstrates **4 indicators.**	Candidate demonstrates **less than 4 indicators.**	
Maintains High Level of Competence and Integrity in One's Practice InTASC Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o) Danielson Domain 4: Professional Responsibilities (4a, 4f)	Indicators: • Engages in ongoing self-reflection and critiquing performance • Identifies strengths and needs and working to update skills/knowledge accordingly • Exhibits personal and professional integrity • Actively seeks resources beyond what instructors and supervisors provide • Uses feedback received from others to improve performance				
	Candidate demonstrates **all indicators.**	Candidate demonstrates **4 indicators.**	Candidate demonstrates **3 indicators.**	Candidate demonstrates **less than 3 indicators.**	
Willing to take Risks; Be Flexible; Show Comfort with Uncertainty InTASC Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o) Danielson Domain 4: Professional Responsibilities (4e)	Indicators: • Actively seeks and makes use of knowledge of other disciplines • Adapts to changes in the workplace (i.e. schedules, snow days, etc.) • Takes advantage of the teachable moment • Tries unfamiliar techniques • Attends school-based meetings to further professional development				
	Candidate demonstrates **all indicators.**	Candidate demonstrates **4 indicators.**	Candidate demonstrates **3 indicators.**	Candidate demonstrates **less than 3 indicators.**	

Professional Dispositions Evaluation					
	Highly Effective 3	**Effective 2**	**Developing 1**	**Ineffective 0**	**Score**
Recognizes and Respects One's Own Diversity and That of Others InTASC Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o) Danielson Domain 4: Professional Responsibilities (4d, 4e)	Indicators: • Uses instructional practices that respectfully reflects the diversity of both the community and beyond • Responds respectfully to diverse opinions and lifestyles • Provides participants opportunities to share cultures • Creates a climate of inclusivity in the classroom by including appropriate multi-cultural content in classroom activities • Presents accurate information about diverse cultures correcting student misconceptions and avoiding stereotypes				
	Candidate demonstrates **all indicators.**	Candidate demonstrates **4 indicators.**	Candidate demonstrates **3 indicators.**	Candidate demonstrates **less than 3 indicators.**	
Demonstrates Ongoing Growth and Proficiency with the Use of Technology/Digital Tools InTASC Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o) Danielson Domain 4: Professional Responsibilities (4e)	Indicators: • Shows growing confidence in using technology • Explores new and emerging technologies • Takes initiative to explore technology utilized in the classroom • Exhibits willingness to use supplementary resources and technologies • Demonstrates curiosity about technology and its benefits to support learning				
	Candidate demonstrates **all indicators.**	Candidate demonstrates **4 indicators.**	Candidate demonstrates **3 indicators.**	Candidate demonstrates **less than 3 indicators.**	