

Professional Dispositions of Effective Educators - Student Form

The University of Delaware (UD) professional education faculty and staff, and their school-based partners, have the responsibility of evaluating UD professional education candidates' effectiveness. We use a variety of instruments and methods to ensure our candidates acquire the knowledge, skills and dispositions necessary to be effective in today's classrooms.

Effective educators come from widely different backgrounds, and have varied opinions, interests, and personalities. But some qualities, such as the ability to communicate clearly, are common to nearly all good educators. Likewise, students in Delaware's and surrounding states' P-12 classrooms come from varied backgrounds. They have a wide range of abilities, different levels of prior knowledge, and vary in how they feel about learning and school.

In order to be successful, educators must purposefully act in caring, fair, professional, respectful, and responsible ways.

UD Dispositions*

Dispositions...	Behaviors that exemplify each disposition....
1. Effective educators interact positively with peers, faculty, P-12 personnel (cooperating teachers, administrators, and other school colleagues), and students.	Works effectively with others, shows emotional maturity and sensitivity
2. Effective educators express themselves clearly and effectively, orally and in writing.	Writes and speaks coherently and in an articulate manner with correct grammar and spelling
3. Effective educators accept constructive criticism and guidance and are willing to modify their behavior or practice and implement recommended strategies.	Responds appropriately to feedback from educators, families or community members.
4. Effective educators demonstrate a curiosity and willingness to learn, aided by reflection and assessment of new information and ideas.	Reflects on information provided, demonstrates ability to apply new ideas to practice, exhibits a willingness to learn new ideas
5. Effective educators demonstrate respect, empathy, patience, sensitivity, and understanding towards all learners.	Interacts with others appropriately and respectfully, avoiding preconceptions and employing strategies that emphasize interacting in a positive manner
6. Effective educators demonstrate a positive attitude toward all students and exhibit enthusiasm for helping all students learn.	Demonstrates a respect for all, regardless of gender, ethnicity, cultural background, socioeconomic levels, sexual orientation and exceptionalities, is encouraging to all students and acknowledges different learning styles and needs.
7. Effective educators attempt to solve problems in a fair-minded manner, independently and with others.	Seeks pertinent information, learns current ideas and strategies, and uses knowledge to solve problems independently and with school personnel or family/community members.

8. Effective educators are committed to mastering best practices informed by sound theory and research.	Seeks theoretical knowledge and regularly connects theory to teaching practices by choosing developmentally appropriate and content specific activities and learning experiences
9. Effective educators reflect on their teaching to learn from their experiences and to change their practices.	Reflects on teaching practices, considers theory, current research, and student learning in making appropriate-planning and teaching modifications
10. Effective educators are responsible colleagues and act in a professional manner in accordance with the University's professional education code of conduct (for details see http://www.udel.edu/ocs/student/guidelines_for_clinical_experiences.html).	Arrives punctually, completes assignments on time, dresses professionally, communicates in a professional manner, exercises sound judgment in professional practice and demonstrates ethical behavior including academic honesty

*These dispositions are judgments about professional potential, not about persons or their opinions or beliefs. Institutions certifying educators owe the state's citizens their best judgment and keenest observations when making decisions that will have such profound future effects. The identification and evaluation of professional dispositions is a valuable tool for identifying and capturing important information about prospective teachers, school psychologists, specialists, and administrators to make sure that they are best prepared for their professional lives.

Disposition Procedures

Maintenance of the System.

- Each program requires candidates to self-reflect and sign dispositions forms during an entry-level course (prior to entry clearance for early field experiences). These forms will be stored in the Office of Clinical Studies. When a candidate exits student teaching or internship, the form will be destroyed.
- Forms completed by the University supervisors and cooperating teachers from the clinical experiences will be forwarded to the Office of Clinical Studies for review. The forms of those candidates identified as exhibiting behaviors inconsistent with the unit's professional dispositions will be forwarded to the appropriate program coordinator for review and potential action.

Potential Actions.

- The program coordinator and candidate's advisor shall meet with the candidate to discuss remediation strategies if
 - 1) An instructor or field placement supervisor requests a meeting, or
 - 2) A candidate receives two Unacceptable ratings on any single professional disposition, either across clinical experiences or by two raters within a single semester
- If a candidate receives three or more Unacceptable ratings in any combination of categories or negative ratings by three persons, the program coordinator shall review the documentation and
 - (1) permit the candidate to proceed in the program with appropriate remediation (see [Disposition Action Plan form](#)) or
 - (2) deny completion of the program or recommend removal of the candidate from the program to the appropriate department chair.
- Candidates who wish to appeal the department chair's/school director's decision may do so through the usual University of Delaware appeals process.