

Dispositions

CSUDH
Teacher Education Division

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- ♦ A term used in the standards for national accreditation for teacher education programs.
- ♦ The “squishy things” associated with teacher effectiveness.
- ♦ The hard(er) to measure things that **aren't** knowledge and/or teaching skills.

Effective Teacher Dispositions

Caring	Warm	Helpful
Fun	Genuine	Enthusiastic
Knowledgeable	Responsible	Sharing
Committed	Energetic	Positive
Friendly	Enjoyable	Lively
Humorous	Interesting	Interactive
Kind	Good	Moral
Enhancing	Protective	Accepting
Stable	Effective	Efficient
Understanding	Embracing	Well-Informed

Teachers with positive professional dispositions tend to act in ways that

elevate the profession of teaching in the eyes of others.

(Ros-Voseles & Moss, 2007)

CSTP

Standard 6: Developing as a Professional Educator

- ♦ Maintain professional conduct and integrity in the classroom and school community
- ♦ Interact appropriately with students and families outside the classroom
- ♦ Demonstrate my professional obligations to students, colleagues, school, and the profession

NCATE (now CAEP)

- ♦ NCATE defines professional dispositions as “**professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors** as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.”

NCATE Standard 1g. PROFESSIONAL DISPOSITIONS FOR ALL CANDIDATES

Candidates work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, institutional standards. Candidates demonstrate classroom behaviors that create caring and supporting learning environments and encourage self-directed learning by all students. Candidates recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so.

NCATE

- NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are *fairness* and *the belief that all students can learn*. Colleges of Education may determine additional professional dispositions they want their candidates to develop.

The COE faculty has agreed that with the guidance and support of their instructors and supervisors, all candidates will work toward achieving the following dispositions...

- Skill in realizing educational equity for all learners;
- Sensitivity toward and effectiveness with people from diverse cultural and linguistic backgrounds;
- Appropriate and creative use of independent and collaborative experiential learning;
- Multicultural and global perspectives in thinking and practice;

- Personal growth through reflection and self-evaluation;
- The ability to analyze theory and research critically that inform effective practice and assess authentically student performance and progress;
- Multimedia and technology literacy; and
- The ability to facilitate student learning in performance-based and standard-based environments.

Also...

- ◆ The unit expects its candidates to
 - ◆ demonstrate the professional standards of their disciplines,
 - ◆ have high expectations for all students,
 - ◆ meet the needs of urban and diverse populations,
 - ◆ be confident, responsive, and supportive in interactions with parents and community,
 - ◆ collaborate with other professionals, and
 - ◆ be life-long learners striving for excellence.

The question we most commonly ask is the What? question – What subjects shall we teach? When the conversation goes a bit deeper, we ask the How? question What methods and techniques are required to teach well? Occasionally, when it goes deeper still, we ask the Why? question – For what purpose and to what ends do we teach? But seldom, if ever, do we ask the Who? question – Who is the self that teaches? How does the quality of my selfhood form – or deform – the way I relate to my students, my subject, my colleagues, my world? How can educational institutions sustain and deepen the selfhood from which good teaching comes?

(Parker J. Palmer, [The Courage to Teach](#))