

## William Paterson University Professional Dispositions

### Initial Programs:

The Teacher Candidate:

#### **1. Holds high expectations for all students /Believes all children can learn**

As evidenced by:

In the University Classroom:

- Behavior during classroom participation and statements on written work
- Written work indicating that the candidate uses multiple strategies and applies modifications to address the needs of all learners
- Respect and consideration for all students in lesson plans, planned activities and other written products

In P-12 Settings:

- Nurtures students' desire to learn and achieve
- Sets appropriate goals, based upon on-going assessment

#### **2. Respects diversity, cultural differences, and treats students equitably**

As evidenced by:

In the University Classroom:

- Appropriate interactions with diverse peers, instructors, and other individuals
- Speaking and acting in ways that communicate respect for diverse peers, instructors, P-12 students and other individuals
- Written work and/or behavior indicating awareness of the need to foster a positive environment in the classroom
- Written work and performance indicating the use of multiple strategies and modifications needed to address the needs of all learners
- Ability to identify and analyze the complexity of race, class, language, gender, sexual orientation and privilege in American society and their impact on teaching and learning.

P-12 Settings:

- Values individual differences, including race, gender, ethnicity, ability socioeconomic status, and sexual orientation
- Enables boys and girls to equally participate in all activities and educational opportunities

#### **3. Demonstrates openness to new ideas by participating in professional development and other lifelong learning activities.**

As evidenced by:

In the University Classroom:

- Openness to feedback from instructors, university supervisor and cooperating teacher
- Written work and/or performance demonstrating use of best practices and/or new knowledge based on research
- The pursuit of new knowledge and ideas, and the willingness to try new things
- Participation in professional development activities
- Seeking guidance, supervision and feedback; being receptive to multiple perspectives
- The investment of significant effort in learning
- Modifying behavior when provided with new information or experiences

P-12 Settings:

- Seeks to expand knowledge through professional activities (e.g., reads, attends conferences, in-service)
- Seeks to learn from students as well as teach them

**4. Reflects upon teaching: “What do I do? Why do I do it? How can I do it better?”**

As evidenced by:

In the University Classroom:

- Ability to analyze, prioritize, learn from reflection and feedback from others
- Engaging in critical thinking and self directed learning
- Seeking out, developing, and continually refining practices that address the needs of students

P-12 Settings:

- Maintains a reflective journal
- Understands the teaching-learning assessment connection
- Improves student learning outcomes through reflection
- Reflects on professional and personal attitudes/behaviors, and modifies them based on feedback

**5. Exemplifies high professional and ethical standards**

As evidenced by:

In the University Classroom:

- Attendance at all classes and required activities
- Demonstrated overall work ethic necessary to promote success as an educator
- Punctuality, confidentiality, responsibility in meeting all responsibilities and duties
- Honesty, demonstrated adherence to school policies and procedures
- Preparation for class
- Meeting high standards in all work

P-12 Settings:

- Models honesty, fairness and respect for individuals and for the laws of society
- Abides by the NEA/CEC Code of Ethics and the policies and procedures of the school
- Demonstrates reliability and punctuality
- Dresses appropriately and is well-groomed

**6. Works collaboratively with colleagues and families**

As evidenced by:

In the University Classroom:

- Working cooperatively with peers, colleagues and others
- Assisting others in the university classroom as well accepting help from others
- Appropriate interpersonal, listening, and communication skills
- Ability to compromise and respect others' opinion in groups

P-12 Settings:

- Establishes open and appropriate lines of communication with colleagues/supervisory personnel
- Participates actively and responsibly in school-wide activities
- Collaborates with parents and school community members to support student learning
- Seeks opportunities to build strong partnerships with parents and community members
- Participates in programs which involve parents in school-related organizations and activities