

# SCHOOL OF EDUCATION

## PROFESSIONAL DISPOSITIONS POLICY

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All candidates who are recommended for certification by Avila University must meet several criteria. Included in these criteria are requirements for coursework, grade point average, successful completion of the Missouri Educator Gateway Assessments (MEGA), successful field-based experiences and others. How prospective teachers interact with others, their professors, their classmates, the children, teachers, parents and staff in their field-based and clinical experiences, is just as important as knowledge of content and pedagogical strategies. The School of Education at Avila University has adopted a set of professional dispositions (or behaviors) that are essential for success as a professional.

These dispositions are important at each stage of a teacher candidates' progress and are assessed at multiple points. Professional dispositions assessments may be rendered whenever faculty or staff deem necessary, but are always rendered after ED 185/585 Practicum, ED 315/515 General Methods & Differentiated Learning, ED 358/558 Methods & Curriculum (SPED only), ED 386/586 Reading Practicum (for elementary and special education candidates), ED 455/555 Special Methods (for middle school and secondary candidates), and ED 495/595 Final Clinical Experience. Professional dispositions guidance and formative work steps are also addressed with teacher candidates as part of the Missouri Educator Profile (MEP) process.

Professional dispositions are evaluated on a three-point scale: area of concern; growth opportunity; and meets expectations. The box below outlines the dispositions included in this evaluation. The italicized dispositions in the list below are classified as *essential dispositions*. Failure to demonstrate one or more of these professional dispositions could lead to an individualized plan for improvement, and with failure to improve, could lead to dismissal from the program. The remaining dispositions are classified as *developing dispositions*. Candidates that score below "meets expectations" in a developing disposition may be asked to develop a growth plan to further enhance these skills.

<b>Professionalism Dispositions for Successful Teaching</b>
<i>The candidate follows standards of ethical conduct including academic honesty and confidentiality.</i>
<i>The candidate is prompt, reliable, completes assignments on time, displays excellent attendance and follows through on commitments.</i>
<i>The candidate presents self in appropriate attire for the situation and displays appropriate hygiene.</i>
<i>The candidate exhibits a positive attitude toward professors, peers, professional colleagues, and external constituents.</i>
<i>The candidate demonstrates respect for the physical, emotional and social needs of others including individuals of differing backgrounds, experiences, and viewpoints.</i>
<i>The candidate demonstrates effective verbal and non-verbal communication.</i>
The candidate responds appropriately to frustration and stress.
The candidate solicits questions and feedback and is receptive to suggestions, asks questions and adjusts performance accordingly.
The candidate is resourceful, independent and shows initiative.
The candidate is flexible and is able to adjust to needed changes.
The candidate is actively engaged as a professional in the learning environment.