

Appendix A – Disposition to Teach

UMHB Educator Preparation: Disposition to Teach

The student:

1. Demonstrates positive attitude toward the profession, instructors, students, parents, other educators, and support personnel.
2. Exhibits professionalism, as demonstrated by following established university or public school policies and by maintaining professional appearance and hygiene.
3. Exhibits effective, collaborative, and appropriate interaction with students.
4. Maintains confidentiality about student records, campus activities, and university activities.
5. Exhibits emotional control and social norms.
6. Demonstrates ethical behavior as defined by the profession and Texas rules and regulations (Code of Ethics and Standard Practices for Texas Educators).
7. Demonstrates the ability to work with diverse individuals.
8. Exhibits qualities of readiness to learn through engagement in completion of course requirements, continuous professional development, and is academically prepared.
9. Exhibits competence and professionalism in oral, written, and electronic communications.

The descriptors above are based on the following characteristics/personal traits conducive to effective instruction in the public school classroom. These were determined via a research study published in the Research in Higher Education Journal and have been taken verbatim from that text. They are reprinted here as guidelines used in the determination of Disposition to Teach through the UMHB Educator Preparation Program. They are evaluated via internship opportunities, classroom interaction with peers and professors, the Department of Education interview, and the Student Teaching/Internship experience.

Source: Almerico, G., Johnston, P., Henriott, D., and Shapiro, M. (2010). Dispositions assessment in teacher education: developing an assessment instrument for the college classroom and the field. Research in Higher Education Journal.

Demonstrates a positive and enthusiastic attitude - Embraces hard work, does not have a flattened/bored affect, gets things done in spite of hardships, initiates interaction when needed, is intrinsically motivated to succeed, does not whine or excessively complain, takes pride in his/her work, shows interest in class discussions/issues

Demonstrates effective oral communications skills - Attempts to speak well in front of class, uses Standard English, has good use of tone and pitch, presents effectively, justifies ideas with research/experience, shows leadership in group work, refrains from profanity, uses a broad vocabulary, uses receptive communication/is interactive, can co-switch to academic register

Demonstrates effective written communication skills - Creates and defends arguments with reason, shares a perspective persuasively, formats papers in correct APA style, uses correct spelling, uses Standard English and grammar, begins emails with greeting, employs both formal and informal writing styles, adheres to assignment guidelines

Exhibits an appreciation and value for diversity - Approaches diversity with a positive attitude, embraces all differences, does not use racial stereotypes, does not engage in tokenism, interacts in a friendly manner with the majority of peers in the classroom, seeks to grow through knowledge, remains open to differing persons and opinions, does not demean others

Is prepared to learn - Participates actively, asks and answers questions during class that demonstrate authentic interest, engages in group discussions, listens well, arrives to class coherent and focused, comes to class with needed materials, welcomes new subjects, demonstrates readiness and maturity in learning exchange, works independently as required

Collaborates effectively with peers and professors - Negotiates respectfully, accepts and acts on constructive criticism, engages in friendly dialogue, demonstrates a positive reaction to group work, understand hierarchy between faculty and students

Is a self-regulated learner - Takes initiative to find solutions and solve problems, improvises when needed, asks questions proactively, does not blame the professor for poor work, helps facilitate less motivated or struggling group members, goes above

and beyond minimum requirements, appears to be intrinsically motivated, works and handles responsibilities independently, wants to take the time to understand concepts

Exhibits the emotional intelligence to promote goals - Demonstrates appropriate self-regulation when discussing sensitive issues, does not bring personal problems to class, does not over react to criticism, sensitive to the feelings of others, manages high-demand tasks well, manages multiple tasks well, does not always appear too busy or stressed

Reflects on one's own learning - Tries to improve, identifies areas for growth, solicits feedback, uses grades to try to improve skills

Exhibits respect for peers and professors - Refrains from derogatory verbiage, uses diplomacy, criticizes professors or peers constructively, addresses people appropriately, discusses disagreements with professor outside of the classroom, keeps appointments, does not use electronic devices of any type in/during class, attempts to know names of peers and professors, respectfully disagrees by defending perspective with logic and calm