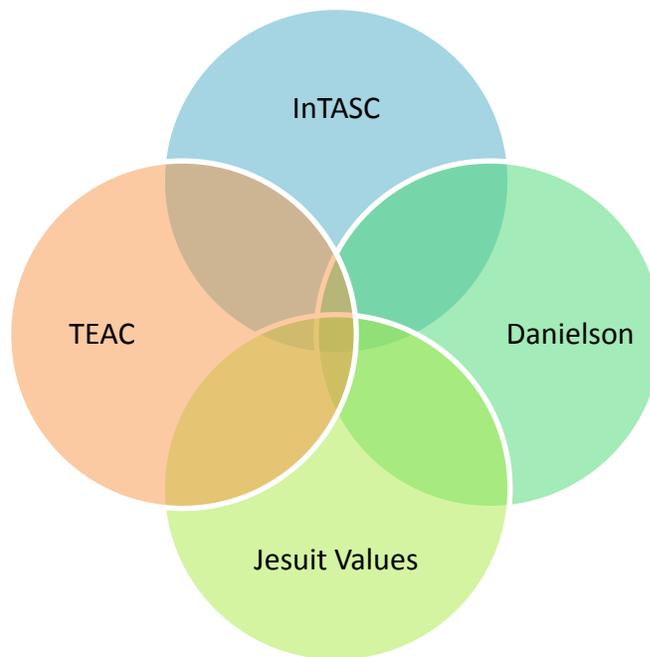


Dispositions of Teacher Candidates

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Based on the InTASC dispositions, the Jesuit values, Danielson, and TEAC. Tied to both the mission of Regis University and the program visions/missions of the teacher education programs.

Use: 3 points in time: entry, midway, during student teaching. To be used as a developmental tool. Use for counseling during student remediation if necessary (only as a way to conduct remediation and conversation)



Regis Mission

Regis University educates men and women of all ages and faiths to take leadership roles and to make a **positive impact** in a changing society. Standing within the Catholic and United States traditions, we are inspired by the particular Jesuit vision of Ignatius Loyola. This vision challenges us to attain the inner freedom to **make intelligent choices**. We seek to provide **value-centered** undergraduate and graduate education, as well as to strengthen commitment to community service. We nurture the life of the mind and the pursuit of truth within an **environment conducive to effective teaching, learning and personal development**.

Consistent with Judeo-Christian principles, we apply knowledge to human needs and seek to preserve the best of the human heritage. We encourage the **continual search for truth, values and a just existence**. Throughout this process, we examine and attempt to answer the question: "How ought we to live?"

As a consequence of Ignatius Loyola's vision, particularly as reflected in his Spiritual Exercises, we encourage all members of the Regis community to learn proficiently, think logically and critically, identify and choose personal standards of **values**, and be **socially responsible**. We further encourage the development of the skills and leadership abilities necessary for distinguished professional work and **contributions to the improvement and transformation** of society.

School of Education & Counseling Vision

The School of Education & Counseling develops accomplished, **humane** educators and counselors who seek to **transform** the landscape of their disciplines with a fresh focus on **passionate learning and social justice**.

Teacher Education Visions

M.Ed. Elementary & Secondary Education

The Regis University graduate teacher preparation program is characterized by Ignatian pedagogy in the **Jesuit tradition** which focuses on the cognitive, **affective**, spiritual, **ethical** dispositions in teaching and learning.

Our program centers on social justice in the **service** of others. Our program links theory to practice in a 21st century context which infuses standards centered, research based theory and instruction with relevant application to practice in the field.

Our learners will become **transformative, critically reflective**, critical thinkers with a focus on the p-12 student and their learning. Our students will have the ability and will to work with global/**diverse** populations using standards based, 21st century instructional practice. Our learners will use their skills to **make decisions and take action** within their schools and community and in the spirit of **social justice and service to others**.

M.Ed. Special Education

The special education teacher preparation programs in the College for Professional Studies seek to develop effective teachers through **transformative** experiences that utilize **multiple approaches** and partnerships to create **collaborative** and **compassionate** educators who integrate research-based practices to **serve** the **unique and diverse needs of students with disabilities and their families**.

B.A. Elementary Education

The Undergraduate Teacher Preparation program in the College for Professional Studies, organized around **Jesuit values**, seeks to foster a community of lifelong learners who will create environments that support individual and **collaborative** learning. To become a strong, effective, **committed, professional** teacher, students will develop a **deep understanding** of content areas to ensure inclusive learning that promotes and supports technology, as well as the **social, emotional, and cognitive development of the whole student**.

TEAC Quality Principle 1

1.3 Teaching Skill

Above all, teachers are expected to act on their knowledge in a **caring** and **professional manner** that would lead to appropriate levels of achievement for all their pupils. **Caring** is a particular kind of **relationship** between the teacher and the student that is defined by the teacher's **unconditional acceptance of the student**, the teacher's intention to address the student's educational needs, the teacher's competence to meet those needs, and the student's recognition that the **teacher cares**. Although it recognizes that the available measures of caring are not as well developed as the measures of student learning, TEAC requires evidence that the program's graduates are caring.

InTASC Professionalism Dispositions under each standard

Standard 1: Learner Development

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) The teacher takes responsibility for promoting learners' growth and development.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard 2: Learning Differences

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) The teacher makes learners feel valued and helps them learn to value each other.

2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard 3: Learning Environments

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3(q) The teacher seeks to foster respectful communication among all members of the learning community.

3(r) The teacher is a thoughtful and responsive listener and observer.

Standard 4: Content Knowledge

4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard 5: Application of Content

5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard 7: Planning for Instruction

7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard 8: Instructional Strategies

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard 9: Professional Learning and Ethical Practice

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard 10: Leadership and Collaboration

10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10(s) The teacher takes responsibility for contributing to and advancing the profession.

10(t) The teacher embraces the challenge of continuous improvement and change.

Danielson's Components of Domain 4:

4a: reflecting on teaching

4a.1: Accuracy

4a.2: Use in future teaching

4e: showing professionalism

4e.1: Integrity and ethical conduct

4e.2: Service to students

4e.3: Advocacy

Jesuit Values

Cura Personalis - Latin phrase meaning "care for the person," cura personalis is having concern and care for the personal development of the whole person. This implies a dedication to promoting human dignity and care for the mind, body and spirit of the person.

Magis - Latin meaning the "more," magis embodies the act of discerning the best choice in a given situation to better glorify or serve God. Magis does NOT mean to always do or give "more" to the point of exhaustion. Magis is the value of striving for the better, striving for excellence.

Men and Women For and With Others - This value embodies a spirit of giving and providing service to those in need and standing with the poor and marginalized. We are encouraged to pursue justice on behalf of all persons.

Unity of Mind and Heart - Our hearts and minds are not divided; they are congruent when the whole person is educated and engaged.

Contemplatives in Action - Although we are thoughtful and philosophical, we do not merely think about social problems, we take action to address them. Developing the habit of reflection centers and strengthens one's spiritual life and guides our actions.

Finding God in All Things - This may be the one phrase that sums up Ignatian Spirituality. It invites a person to search for and find God in every circumstance of life; God is present everywhere and can be found in all of creation.

Dispositions-as-Virtues

Since this is a Jesuit Catholic institution and we adhere to Jesuit values, the dispositions we seek in our teacher candidates reflect the teaching profession and the virtues or values that accompany it.

Therefore, we determine dispositions-as-virtue to teaching (Sockett, 2009). Three virtues that display the interconnectedness of our Jesuit values, the virtues of the teaching profession as outlined by InTASC, Danielson, TEAC and the moral work of teaching appear below. They answer the question "How ought we to live – as an educator?"

Virtues of character include self-knowledge, courage, sincerity, integrity, trustworthiness, and endeavor as including virtues of the will, such as persistence, perseverance, and heed (see Sockett, 1988).

Virtues of intellect include truthfulness, accuracy, consistency (e.g., in the application of rules), fairness and impartiality, especially in making judgments, clarity, thoughtfulness, and open-mindedness.

Virtues of care include tolerance, tact, discretion, civility, receptivity, relatedness, and responsiveness notably in becoming trustworthy and compassionate.



School of Education & Counseling: Teacher Education: Teacher Candidate Dispositions

Teacher Candidate:	Observer:
Date:	Course:

Directions: Please evaluate on each of the competencies listed below. Mark the appropriate category for each competency by placing the appropriate letter in the rating box (E = Exemplary; A = Acceptable; NA = Not acceptable; N/O = Not observed). All observers are required to enter comments for evidence of ratings.

The teacher candidate will . . .

TEAC Quality Principle 1.3 Teaching Skill	
Above all, teachers are expected to act on their knowledge in a caring and professional manner that would lead to appropriate levels of achievement for all their pupils. Caring is a particular kind of relationship between the teacher and the student that is defined by the teacher's unconditional acceptance of the student, the teacher's intention to address the student's educational needs, the teacher's competence to meet those needs, and the student's recognition that the teacher cares.	
Reflective & Critical Thinking	Rating
D1. Appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives. (4p; M; CIA; virtue of intellect)	
D2. Takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice. (9l; CP; CIA; virtue of character)	
D3. Makes thoughtful and accurate assessment of lesson effectiveness. (4a.1; M; CIA; virtue of intellect)	
D4. Reflects on current practice and offers alternate actions, complete with probable success for future practice. (4a.2; M; CIA; virtue of intellect)	
Evidence to support rating:	
Respect for Whole Persons	Rating
D5. Respects learners' differing strengths and needs and is committed to using this information to further each learner's development. (1h; UM; FG; CP; M; virtue of care)	
D6. Is committed to work toward each learner's mastery of disciplinary content and skills. (4r; CP; CIA; virtue of character)	
D7. Is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction. (8p; M; CP; CIA; virtue of intellect)	

D8. Believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances. (7q; UM; FG; CP; M; virtue of care)	
Evidence to support rating:	
Communication & Collaboration	Rating
D9. Values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development. (1k; M; CIA; virtue of intellect)	
D10. Seeks to foster respectful communication among all members of the learning community. (3q; UM; FG; CP; M; virtue of care)	
D11. Is a thoughtful and responsive listener and observer. (3r; UM; FG; CP; M; virtue of care)	
Evidence to support rating:	
Ethical & Professional Responsibility	Rating
D12. Embraces the challenge of continuous improvement and change. (10t; CP; CIA; virtue of character)	
D13. Ensures all students, particularly those traditionally underserved are honored. (4e.3; UM; FG; CP; M; virtue of care)	
D14. Holds to highest standards of honesty, integrity, and confidentiality. (4e.1; CP; CIA; virtue of character)	
Evidence to support rating:	
Care & Advocacy for Learners	Rating
D15. Believes all learners can achieve at high levels and persists in helping each learner reach his/her full potential. (2l; CP; CIA; virtue of character)	
D16. Values knowledge outside his/her own content area and how such knowledge enhances student learning. (5r; M; CIA; virtue of intellect)	
D17. Is highly proactive in serving students, seeking out resources when needed. (4e.2; M; CIA; virtue of intellect)	
Evidence to support rating:	
School of Education & Counseling Vision	
The School of Education & Counseling develops accomplished, humane educators and counselors who seek to transform the landscape of their disciplines with a fresh focus on passionate learning and social justice.	