

HUMANISTIC DISPOSITIONS

Professionalism:

- Demonstrate professional and ethical conduct with supervisors, students, parents, colleagues, and community.
- Demonstrate a pattern of professional behavior such as promptness, task completion, maintenance of confidentiality, and honesty.
- Consistently honor the needs and best interests of learners.
- Exhibit poise and reflection in difficult situations, enduring stress, and maintaining stability in the face of challenges.

Collaboration:

- Develop collaborative relationships that enhance the learning and teaching experience.
- Consistently interact with others in ways that communicate professionalism.
- Show appropriate regard for the needs, ideas, and experiences of others by engaging in open dialogue and effective action to accomplish goals as part of a larger group.
- Develop positive and collaborative relationships with students, administrators, parents, peers, and other members in the community.
- Accept personal responsibility for achieving goals.
- Instill democratic ideals and practices within the classroom and in the community.

Commitment to Learning:

- Demonstrate commitment to professional and intellectual development.
- Take advantage of learning opportunities.
- Demonstrate enthusiasm, commitment, and optimism for the learning and teaching process.
- Generate questions and actively engage in an intellectual and participatory manner with others.

Reflection and Adaptability:

- Adjust to new circumstances and demonstrate flexibility in the face of new realities.
- Exhibit an open-minded and reflective attitude when receiving feedback from others.
- Exhibit awareness of and engagement in human interactions both inside and outside the classroom, being able to adapt, adjust, and modify practices to meet the needs of self and students.
- Use reflection to generate potential improvements and apply outcomes of reflection to future interactions.
- Act to reduce personal biases while evaluating the effectiveness of instruction and behavior in terms of the larger goals of education.

Self-Direction:

- Actively demonstrate ability to differentiate methods and materials in teaching.
- Actively demonstrate initiative in the pursuit of deepening one's own learning.
- Exhibit a willingness to pursue solutions to problems or questions by gathering relevant data.
- Demonstrate self-direction and confidence, consistently performing above minimum requirements, and seeking creative and expressive avenues for student, self and others.
- Consistently use available resources in the pursuit of academic and professional goals, while visualizing and implementing novel ideas and practices in the field of education.

Facilitation of Challenging Learning Environments:

- Use and model effective communication skills, thinking skills, and creative expression.
- Consistently model appreciation for all people while providing opportunities for student to hear, consider, and discuss varying viewpoints.
- Incorporate practices in teaching that reflect appropriate voice, tone, posture, verbal, and non-verbal communication.
- Challenge learners to think creatively about content and facilitate the extension of learning experiences beyond expectations.
- Demonstrate intellectual engagement with material and colleagues while nurturing high expectations in self, students, and others.

Learner Advocacy:

- Appreciation for diversity of thought, background, experience, and abilities in an interdependent, global society.
- Interact with learners in ways that consider individual differences and life experiences as assets.
- The written work, material selection, activity design, and other expressions reflects an appreciation for culturally, linguistically, and socially diverse learners.
- Promote awareness, understanding, and appreciation for diversity in students and families both within and outside the classroom environment.

Cornell College
Dispositions of Pre-Service Teacher – Evaluation Instrument

1. Students (applying and admitted) to the Teacher Education Program will be evaluated on the dispositions listed below. Dispositions will be monitored during the foundational courses (205, 215, 230, 240).
2. Behaviors and dispositions that do not meet the expectations as evaluated by the Education Department faculty, staff, and other interested parties will be documented.
3. Students with a pattern of behaviors and dispositions that are not in line with those listed below will meet with the Chair of the department to develop a plan of action (contract).
4. If contract is not satisfactorily met within the agreed upon time frame, the student may be subject to removal from the program or not recommended for licensure, as deemed appropriate by the Chair and Education Department members.
5. Due Process - Student may appeal by following the procedures outlined below:
 - a. Write a letter to the Chair outlining objections within five days of notification.
 - b. The student's letter will be transmitted to the Education Department faculty for review, discussion, and a final decision. The student may be present for the review.
 - c. If students want to appeal the decision further they may request a formal hearing with the opportunity to be heard by the Education Department.
6. Sources of assessment: observable behaviors (in class, on campus, within public/private schools, and in public); written correspondence (emails, etc.), and oral communication. These will be documented on the Dispositions Assessment Report (DAR) and revisited by Education Department members during each assessment period outlined in the report.