

## **Teacher Education Unit Candidate Dispositions**

(amended by the Teacher Education Council February 13, 2009)

1. Candidates and other school personnel exhibit behaviors that are consistent with the profession's mission, values, ethical principles, and ethical standards including the New York State Code of Ethics.
2. Education-related professionals act honestly and responsibly and promote ethical practices in the schools, educational settings, and communities in which they work.
3. The candidate realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
4. The candidate is committed to continuous learning and engages in professional discourse about the subject matter knowledge and children's learning of the discipline.
5. The candidate values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.
6. The candidate is committed to using assessment to identify student strengths, and promote student growth rather than to deny students access to learning opportunities.
7. The candidate values and appreciates the importance of all aspects of a child's experience.
8. The candidate is concerned about all aspects of a child's well-being (cognitive, emotional, social and physical), and is alert to signs of difficulties.
9. The candidate values the development of students' critical thinking, independent problem solving, and performance capabilities.
10. The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.
11. The candidate values the use of educational technology in the teaching and learning process.
12. The candidate values many ways in which people seek to communicate and encourages many modes of communication (including speaking, writing, other media and technology) in the classroom.
13. The candidate is a thoughtful and responsive listener.
14. The candidate believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
15. The candidate appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence".
16. The candidate respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.

17. The candidate is committed to reflection, assessment and learning as an ongoing process.
18. The candidate recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.
19. The candidate understands how participation supports commitment, and is committed to the expression and use of (fair) democratic values in the classroom.
20. The candidate is committed to seeking out, developing, and continually refining practices that address the individual needs of students.
21. The candidate appreciates individual variation within each area of developments, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
22. The candidate is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.