“Professional Dispositions” - Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are fairness and the belief that all students can learn. Based on their mission and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions.”


The dispositions of the conceptual framework serve to represent the unit’s understanding of the attitudes and behaviors expected of educational professionals. These dispositions are modeled and encouraged by members of the unit. Candidates are expected to demonstrate professional dispositions as a reflection of the values they hold.

**Uphold Professional and Ethical Standards**
Honors the law and demonstrates professional integrity through behaviors that reflect national, state, and institutional ethical standards.

- Complies with university and school district policies and procedures (e.g., meets expectations, produces quality work, exhibits academic honesty, demonstrates good citizenship)
- Adheres to local, state, and federal rules and laws (e.g., creates a safe environment for students, demonstrates ethical conduct, maintains professional relationships)
- Communicates with honesty and integrity (e.g., uses appropriate language, maintains confidentiality, treats all people with respect and dignity)
- Displays a professional demeanor (e.g., dresses appropriately, meets attendance expectations, actively participates in class)
- Adheres to the all professional standards, including the use of technologies (e.g., accesses authorized websites, uses personal electronic devices as appropriate)

**Embrace Diversity**
Candidates demonstrate fairness, empathy, and compassion based on their belief that everyone can learn. Candidates actively seek out multiple perspectives and diverse experiences to address the academic, interpersonal, and emotional needs of ALL learners.

- Exhibits fair treatment of others (students, colleagues, professionals, staff, and families) (e.g., promotes social justice, exhibits fairness in assessing students’ academic, social and emotional development, promotes respectful students’ interactions with others)
- Interacts with sensitivity to community and cultural norms (race, ethnicity, age, gender, sexual orientation, ability/disability, and social economic status)
- Values and responds to all aspects of a child’s well-being (cognitive, emotional, psychological, social, and physical)
- Utilizes a full range of differentiated instructional practices (e.g., considers students’ strengths, needs and experiences when planning instruction, uses flexible groupings for instruction, provides opportunities for all students to succeed)
**Engage in Collaborative Endeavors**
Candidates demonstrate professional interpersonal and communication skills. These skills are used to promote positive partnerships (with and between learners: students, families, colleagues, other school professionals, and the global community) to support achievement of learning outcomes.

- Meets professional expectations (e.g., seeks help in a timely manner, completes assignments on time, participates equitably in teamwork, is punctual, follows procedures for extensions)
- Considers and responds to multiple perspectives (e.g., incorporates professional feedback and constructive suggestions)
- Demonstrates kind, caring and respectful interactions with others (e.g., maintains emotional control, responds appropriately to actions and reactions of others, adapts to unexpected or new situations, acts from a positive frame of reference)
- Utilizes professional oral and written communication based on the purpose and audience (e.g., employs suitable tone of voice, and verbal and nonverbal expressions, uses grammatically correct sentences, exercises appropriate self-disclosure)

**Reflect and Problem-Solve**
Candidates demonstrate the ability to make informed decisions through systematic reflection and problem-solving. Critical and creative thinking is used for identifying and implementing strategies for improving academic, interpersonal, and emotional learner outcomes.

- Accepts responsibility for personal actions or decisions (e.g., shows an understanding of policies and procedures for professional behaviors and dispositions)
- Solves problems proactively (e.g., recognizes problems and seeks resolutions, collaborates and problem solves with others)
- Seeks clarification and assistance as needed (e.g., seeks and utilizes human and material resources)
- Engages in processes of continuous reflection based on relevant assessment data (e.g., utilizes systematic reflection processes for problem-solving and modifying educational practices)

**Value Life-long Learning**
Candidates engage in professional growth and encourage curiosity and inquiry as reflective agents of change by sharing knowledge responsibly and participating as a community resource.

- Completes assigned tasks that demonstrate high personal and professional standards
- Seeks to keep abreast of new ideas, evidence-based practices, and understandings in the field to improve instructional practices and teaching activities (e.g., reads educational journals, attends professional meetings and conferences, engages in professional discussions with others)
- Demonstrates positive attitude toward learning through intellectual curiosity and participation in professionally-related experiences (e.g., actively participates in class activities and professionally-related associations, exceeds expectations for assignments, tasks and teamwork)
- Reflects upon teaching practices (e.g., identifies areas of strengths and needs, engages in professional development based upon self-reflection)