

Department of Education  
Teacher Dispositions  
and  
Foundational Competencies Policy

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At the beginning of each semester, students will complete the Dispositions process online via JayWeb. They will be notified of their standings following each course.

Students must sustain *satisfactory* ratings in all courses and field experiences in order to progress in the program through Provisional and Formal Acceptance, through the student teaching capstone, and in order to be ultimately recommended for certification.

## When do evaluations occur?

- Students and faculty assess after every semester up until formal acceptance.
- Students and faculty assess once a year after formal acceptance.

## How do students and faculty use the evaluations?

- Students examine their ratings at the beginning of sophomore year, junior year, and senior year. First year students and sophomores examine their ratings at the start of each semester. Juniors and seniors examine their ratings at the beginning of the academic year.
- Students who receive a “1” on any item(s) must schedule an appointment with their advisor to create an action plan. The plan is completed within the first month of the semester for first-year students and sophomores, or within the first month of the academic year for juniors and seniors.
- Advisors check JayWeb to identify students who receive a “1” rating in any area(s) and work as a case manager to create an action plan with student. Advisor will consult with faculty who have taught or observed this student to clarify area(s) of concern. Advisor will also make department chair aware of the action plan.
- *After the action plan is created*, students are required to check in with their advisor and exhibit progress in growth area(s). Advisor will consult with faculty who teach or observe this student to keep communication lines open. Advisor will update department chair about progress of the situation.
- If student does not exhibit growth in particular area(s) within a month *of developing the action plan*, the advisor will convene an ad hoc committee consisting of the department chair, the advisor, and at least one other faculty member to discuss plan of action (e.g., additional coursework, additional practica or student teaching experiences, and/or alternative major advisement) for student.

## TEACHER DISPOSITIONS

1 = Does not exhibit skill      2 = Sometimes exhibits skill      3 = Exhibits skill consistently

Disposition	1	2	3
<b>WRITTEN AND ORAL COMMUNICATION SKILLS</b>			
Candidate expresses him/herself effectively in written and oral English in order to communicate concepts, assignments, evaluations, and expectations with Elizabethtown College and PK-12 colleagues and PK-12 students and parents.			
1. Candidate produces written assignments and materials required in coursework and field placements that are organized and carefully edited.			
2. Candidate participates frequently in classroom discussions and employs an engaging and confident style during oral presentations and field placement lessons. Concepts are conveyed clearly and concisely.			
3. Candidate communicates in a professional manner to PK-12 colleagues, students, administrators, staff, and students.			
4. Candidate shows initiative during practicum and/or student teaching experiences by asking cooperating teacher how to become involved actively in classroom activities, problem solving, and participating actively in the PK-12 classroom.			
<b>INTERPERSONAL SKILLS</b>			
Candidate exhibits the necessary interpersonal competencies to function effectively with Elizabethtown College and PK-12 colleagues and PK-12 students and parents. Candidate works collaboratively as part of a professional team.			
<ul style="list-style-type: none"> <li>Candidate works collaboratively with peers during classroom projects and as part of a professional team in practicum and/or student teaching.</li> </ul>			
<ul style="list-style-type: none"> <li>Candidate communicates with PK-12 students in developmentally-appropriate and professional manner.</li> </ul>			
<b>MENTAL AND PHYSICAL STAMINA</b>			
Candidate has the physical and emotional stamina to work a contractual day and perform extended and additional duties of a school professional.			
<ul style="list-style-type: none"> <li>Candidate has the physical and emotional stamina to work a contractual day and perform extended and additional duties (e.g., parent conferences, after school events, and other assigned duties) expected of a school professional.</li> </ul>			
<b>RESPECT AND INCLUSION</b>			
Candidate demonstrates attitudes of integrity, responsibility, and inclusion.			
<ul style="list-style-type: none"> <li>Candidate communicates with respect about and to Elizabethtown College community members and PK-12 colleagues and students (i.e., refrains from making emotional, verbal, or physical threats or intimidations).</li> </ul>			
<ul style="list-style-type: none"> <li>Candidate demonstrates integrity.</li> </ul>			
<ul style="list-style-type: none"> <li>Candidate uses inclusive rather than deficit language.</li> </ul>			
<ul style="list-style-type: none"> <li>Candidate exhibits self-respect.</li> </ul>			
<ul style="list-style-type: none"> <li>Candidate demonstrates open-mindedness, empathy, and respect for diverse viewpoints in the classroom and practica and/or student teaching experiences.</li> </ul>			

**PROFESSIONALISM****Candidate conducts him/herself as a professional.**

<ul style="list-style-type: none"><li>• Candidate behaves in a manner that is becoming of a professional.</li></ul>			
<ul style="list-style-type: none"><li>• Candidate attends and arrives on time to on- and off-campus activities (e.g., classes, practica, and student teaching).</li></ul>			
<ul style="list-style-type: none"><li>• Candidate dresses appropriately for Elizabethtown College and PK-12 classrooms.</li></ul>			
<ul style="list-style-type: none"><li>• Candidate prepares satisfactorily for coursework and placement and/or student teaching experiences.</li></ul>			
<ul style="list-style-type: none"><li>• Candidate organizes materials for coursework and placement and/or student teaching experiences.</li></ul>			
<ul style="list-style-type: none"><li>• Candidate demonstrates successful time management skills (e.g., completes work on time, organizes time, prioritizes tasks, and performs several tasks at once).</li></ul>			
<ul style="list-style-type: none"><li>• Candidate adapts to changing situations during coursework, practica, and/or student teaching experiences.</li></ul>			
<ul style="list-style-type: none"><li>• Candidate works under time constraints, concentrates in distracting situations, makes subjective judgments, and ensures safety in emergency situations.</li></ul>			
<ul style="list-style-type: none"><li>• Candidate maintains focus in distracting situations, adjusts direction based on situational demands, and considers multiple options when problem solving.</li></ul>			
<ul style="list-style-type: none"><li>• Candidate takes initiative (e.g., asks cooperating teachers how to become involved during practicum experiences, solves problems that arise, etc.) and is an active participant in professional spaces (e.g., placement and class discussions).</li></ul>			
<ul style="list-style-type: none"><li>• Candidate seeks assistance during the planning, implementing, and/or reflecting phases of instruction as needed.</li></ul>			
<ul style="list-style-type: none"><li>• Candidate seeks assistance and follows supervision in a timely manner, and accepts and responds appropriately to constructive feedback from supervisors.</li></ul>			
<ul style="list-style-type: none"><li>• Candidate displays an appropriate response to constructive feedback, and implements changes to practice as needed.</li></ul>			