

Professional Disposition Standards and Sample Indicators (2016)

The College of Education and Human Performance at the University of Central Florida expects current and future educators to possess and exhibit professional dispositions and behaviors deemed essential to success as a professional educator. These professional dispositions are reflected in the unit's Conceptual Framework and National Council for Accreditation of Teacher Education (NCATE) unit standards as well as the Council for the Accreditation of Educator Preparation (CAEP) standards. Assessment of these professional dispositions is integrated into key formative and summative standards-based performance assessments in initial and advanced educator preparation programs in the unit.

Definitions:

Candidate: UCF-CEDHP student

Student: Prekindergarten - grade 12 students; or *any individual who receives instruction/services from a UCF-CEDHP candidate*

The UCF College of Education and Human Performance candidate:

1. Believes that all students will learn with appropriate instruction.

Observable behavioral indicators expected of CEDHP candidates:

- *Sets, maintains, communicates, and applies high academic standards and expectations for all students.*
- *Provides equal educational opportunities for all students.*
- *Bases instructional decision-making on the collective and individual needs of students.*
- *Recognizes indicators of students' difficulty with academic learning, reading and computational processes, and applies appropriate measures to improve student-learning outcomes.*
- *Uses appropriate collaborative communications with parents/guardians, families, colleagues, supervisors, and other professionals in an effort to improve student-learning gains.*
- *Recognizes patterns of physical, social, emotional, and intellectual development in all students.*

2. Exhibits diversity values by demonstrating fairness, equity, social justice and democracy.

Observable behavioral indicators expected of CEDHP candidates:

- *Uses teaching and learning practices that include consideration of each student's learning development, differences, styles, needs, and background.*
- *Recognizes the educational needs of all students, including students who have limited proficiency in English, students with disabilities, gifted/talented and accelerated learners, and employs appropriate teaching practices.*

- *Includes adaptations/modifications in unit and lesson plans to accommodate the needs of all students.*
- *Demonstrates commitment to teaching all students regardless of sex, age, race, color, national or ethnic origin, primary language, social or family background, intellectual and physical ability, cognitive style, socioeconomic class, income, education, religious faith and non-faith perspectives, political ideology, gender identity and expression, sexual orientation, and communication style or other characteristics and circumstances.*

3. Exhibits caring attitude toward all students.

Observable behavioral indicators expected of CEDHP candidates:

- *Is committed to providing a safe and caring environment where every reasonable effort is made to protect students from harassment, bullying and discrimination based on sex, age, race, color, national or ethnic origin, primary language, social or family background, intellectual and physical ability, cognitive style, socioeconomic class, income, education, religious faith and non-faith perspectives, political ideology, gender identity and expression, sexual orientation, and communication style or other characteristics and circumstances.*
- *Recognizes signs of tendency toward violence and severe emotional distress in students and applies techniques of crisis intervention.*
- *Recognizes the physical and behavioral indicators of child abuse and neglect and knows rights and responsibilities regarding reporting.*
- *Recognizes signs of alcohol and drug abuse in students and knows how to appropriately work with such students and seek assistance designed to prevent further abuse.*
- *Uses tolerant, adaptive, open-minded, supportive, and encouraging behaviors and attitudes.*

4. Demonstrates ethical professional behavior.

Observable behavioral indicators expected of CEDHP candidates:

- *Demonstrates ethical behaviors in accordance to the:*
 - *Code of Ethics of the Education Profession in Florida (SBE Rule 6A-10.080); and*
 - *Principles of Professional Conduct for the Education Profession in Florida (SBE Rule 6B-10.081); and*
 - *University of Central Florida's The Golden Rule Student Handbook; and*
 - *Any other applicable Code of Ethics related to the specific discipline or placement.*
- *Demonstrates professional commitment by being punctual and responsible, attending class regularly, and completing assignments and/or course requirements on time.*
- *Models professional relationships with all students, colleagues, supervisors, parents/guardians, families, and behaviors demonstrate appropriate professional etiquette.*

5. Uses and reflects upon research-based and innovative practices.

Observable behavioral indicators expected of CEDHP candidates:

- *Uses assessment, and other diagnostic procedures, to acquire knowledge and understanding of the learner in order to facilitate student-learning gains.*
- *Reads, comprehends, interprets, applies and/or conduct research and other professional materials in coursework and/or student teaching experiences.*
- *Uses and integrates appropriate technology in teaching and learning processes and in managing, evaluating, and improving individual and group instruction.*

6. Is committed to lifelong learning (e.g., academic, professional, behavioral).

Observable behavioral indicators expected of CEDHP candidates:

- *Demonstrates willingness and ability to reflect upon one's own strengths and areas for improvement, as related to what one does, who one is, and how one thinks.*
- *Demonstrates professional initiative by being intellectually and academically curious.*
- *Models critical-thinking and problem-solving skills, self-critique, reflection, and accepts and acts on feedback for improving professional knowledge, skills, attitudes and behaviors.*