Candidate Dispositions

Educational theories afford a profusion of knowledge about learners, instructional techniques, educational expectations and learning outcomes. The practice of education provides a forum for teachers to demonstrate success or failure in their assumed roles of helping students fulfill their intellectual promise. A primary means of becoming successful as a teacher is demonstrating the personal predilections identified as follows:

A Reflective Disposition- Candidates who manifest this disposition are disposed to think deeply about the processes of teaching and how one’s own attitude, values, beliefs, and behaviors influence teaching.

A Cooperative Disposition- Candidates manifest a spirit of cooperation and collegiality in their interpersonal relationships with colleagues.

An Enthusiastic Disposition- Candidates display energy and maintain positive attitudes toward their teaching assignments, their students, and their interactions within classrooms and the schools where they serve.

An Accepting Disposition- Candidates understand and value the unique contributions of students from a variety of backgrounds, abilities, and orientations in order to enhance learning.

A Compassionate Disposition- Candidates demonstrate concern for all students as they face the vagaries of physical, emotional, intellectual, and spiritual growth and development.

A Confident Disposition- Candidates manifest a sense of self-efficacy in order to foster effective learning in the classroom, and respond positively to the multitude of persons involved in school environments.

A Creative Disposition- Candidates demonstrate the innovative use of a multitude of pedagogical techniques and technologies.

A Professional Disposition- Candidates have a passion for their students to learn; they also manifest a positive work ethic and have a desire to be a ‘life-long learner’.