

AUGUSTA STATE UNIVERSITY
Department of Teacher Education

Dispositions for Effective Teaching

Dispositions are teachers' habits of mind that shape ways that they interact with students and the ways they make decisions in the classroom. The following dispositions are grounded in the INTASC and NBPTS as well as the August State University College of Education Conceptual Framework principles. These dispositions were developed by the Teacher Education faculty in partnership with the Augusta State Professional Development Schools faculty.

Teacher Education Definition: An effective teacher has critical, flexible, creative, empathetic, responsive, enthusiastic, inclusive and reflective thinking about teaching, and learning.

Disposition Elements for Teacher Education: Candidates are

1. Critical thinkers about the process of teaching and learning.
2. Creative, challenging, and flexible in the teaching process.
3. Empathetic, responsive, and enthusiastic in relations with students, parents and peers.
4. Inclusive and reflective in planning, teaching, and assessment.

Definitions:

Critical thinkers about the process of teaching and learning:

The disposition to think critically is about the process of teaching and learning is tendency to question that which may be assumed. It involves probing, digging deeper, establishing quality and using dialogue as a means to work toward that end. It may be deconstructivist in its nature and seek to unpack the black and white nature of statements, and simplistic nature of responses, procedures or assignments.

Creative, challenging, and flexible in the teaching process

This disposition is characterized by the propensity to view learning as encompassing a variety of approaches to meet individual learner needs a focus on differentiating instruction. The teacher sees multiple ways of framing learning, solving problems, approaching instruction, and providing examples. The teacher is disposed to act as a

guide and think in an inquiry oriented mode and views facts and knowledge as a means to build toward understanding. The teacher is disposed to focus on goal setting and taking next steps toward improvement. Student competence is assumed and all students are pushed toward high levels of achievement.

Empathetic, responsive, and enthusiastic in relations with students, parents and peers.

The teacher is disposed to be responsive to students' developmental needs and characteristics and exhibits responsiveness to students as diverse individuals including their personal lives and experiences. Learning is viewed as relevant and connected to students' lives. Families and parents are embraced as partners in the learning process and community is valued as an asset to learning. Peers are treated as partners and resources in a collaborative manner.

Inclusive and reflective in planning, teaching, and assessment.

This disposition is a thinking-based orientation that is reflective in many dimensions in terms of needs and actions of the learner, their developmental characteristics, their cultural background and experiences, their levels of understanding, student questions, student work samples, the learning context and expectations of the profession and society as a whole. All partners including students, parents, and colleagues are valued as providing input into important decisions in the learning process.

Disposition Rating Scale:

4 = Exemplary level

3 = Proficient level

2 = In progress level

1 = Unsatisfactory level

Dispositions in Action:

Disposition Rating	1 Unsatisfactory level	2 In progress level	3 Proficient level	4 Exemplary level
Critical thinkers about the process of teaching and learning.	Classroom interaction and dialogue is centered on completion of tasks, focused on correctness, concerned with student grades and teacher performance	Classroom interaction and dialogue centers on correctly completing tasks and includes a variety of questions to get at the “why” level of student thinking student performance is linked to teacher performance	Classroom interaction and dialogue is includes discussion about quality of learning, a variety of questions are present to get at the “why” level of student thinking concerned with understanding and student performance	Classroom interaction and dialogue is centered on quality of learning, focused on probing, critiquing, and questioning concerned with deep understanding and student authentic performance
Creative, challenging, and flexible in the teaching process.	Classroom interaction and dialogue is lacking in variety in explaining, exemplifying or representing learning, repetitive, the same way for all students	Classroom interaction and dialogue includes some variety in explaining, exemplifying or representing learning, yet tends to be pre-planned , varying little to be to responsive to students	Classroom interaction and dialogue includes multiple approaches strategies and examples to accommodate diverse learners, responsive to students’ questions, comments	Classroom interaction and dialogue is about multiple ways of framing learning, examples, and paths to understanding diverse learners, students’ questions, comments frame further instructional interaction
Empathetic, responsive, and enthusiastic in relations with students, parents and peers.	Classroom interaction and dialogue is often limited, general in nature, generic, often remaining the same from class to class and situation to situation. Interaction with	Classroom interaction and dialogue is centered on meeting students’ needs to have a productive classroom often remaining the same from class to class but	Classroom interaction and dialogue is centered on developmental needs, student concerns, community building and responsiveness to students as	Classroom interaction and dialogue is centered on developmental needs, student voice, community building and responsiveness to students as individuals as part

	peers and parents is non-existent or limited focusing only on required duties.	responding to situations as they arise. Interaction with peers and parents includes and may move beyond required duties and are founded on maintaining a productive classroom and student productivity	individuals as necessary. Interaction with peers and parents is proactive, focused on meetings students' needs.	of instruction. Interaction with peers and parents is proactive, focused on meetings students' needs and indicative of a member of a learning community.
Inclusive and reflective in planning, teaching, and assessment.	Classroom interaction and dialogue is solely concerned with managing student behaviors and actions including movement, talking, and other forms of interaction	Classroom interaction and dialogue is concerned with managing student behaviors but invites students to give some input into rules and consequences and limited choices related to some instructional activities	Classroom interaction and dialogue is concerned with student input related to classroom instructional decisions and included negotiation of classroom procedures and plans	Classroom interaction and dialogue is concerned with student voice and decision making related to instructional decisions, centered on fairness, equity, advocacy, and reform