

IU Southeast
School of Education

Dispositions

The items below are the standards for dispositions expected of students and faculty in the School of Education. Each standard is accompanied by a short list of behavioral indicators that the committee feels are associated with the standard. These lists are not exhaustive. They are included only to enlarge upon the intent and scope of each standard.

These standards are the framework of dispositions expected within the unit. Each program is to develop a system tailored to its curriculum and needs that will (a) ensure that the standards are disseminated and explained to all students in the program; (b) ensure that standards are infused throughout the program; (c) hold students accountable for expected dispositions through ongoing assessment and scheduled reviews by faculty; (d) provide for action should a student's behavior be inconsistent with these dispositions, including provisions for remediation, suspension, or termination from the program; (e) ensure that due process is accorded in any such actions; and (f) provide the program and unit with meaningful data regarding student compliance with these standards. The nature of these data will be determined by the individual programs in consultation with the Unit Assessment Quality Team.

Students and faculty in an IU Southeast Program in the School of Education...

1. ...respect the accepted legal and ethical norms and values of education. *Examples of associated behaviors include, but are not limited to:*
 1. Maintaining confidentiality of student records, parent communications, and private professional communications
 2. Using language free of profanity and derogatory statements toward any individual or groups
 3. Knowing and complying with legal requirements of the education profession
 4. Adhering to high standards of truthfulness and honesty
 5. Showing respect for the ethical and moral values and concerns of the school, students and community

2. ...effectively interact and collaborate with others and foster similar behaviors among students. *Examples of associated behaviors include, but are not limited to:*
 1. Willingly and actively participating in group assignments, projects or activities
 2. Contributing positively and equitably to projects involving others
 3. Seeking membership on collaborative projects
 4. Leading projects or activities in a fair and equitable manner
 5. Facilitating the functioning of all group members in a shared project
 6. Designing and using collaborative activities and assessments.

3. ...are committed to diversity through equitable treatment and respect for all individuals.

Examples of associated behaviors include, but are not limited to:

1. Being sensitive to the varying needs and dispositions of others
 2. Accepting and adapting to differences in learning styles and individual capabilities
 3. Facilitating learning by those with disabilities or with exceptional capabilities
 4. Examining diverse values, languages, and traditions in a respectful manner
 5. Giving thoughtful consideration to alternative and contradictory opinions
4. ...exhibit personal management behaviors valued by the professional education community. *Examples of associated behaviors include, but are not limited to:*
1. Being present and punctual for professional activities and assigned duties
 2. Being prepared for professional engagements
 3. Completing assigned work on time
 4. Showing leadership, self-respect and a willingness to take responsibility
 5. Fostering a sense of self-respect and self-control in others
 6. Respecting the intellectual property of others
 7. Maintaining the confidentiality of private records and meetings
5. ...are committed to inquiry and application of the knowledge base of education. *Examples of associated behaviors include, but are not limited to:*
1. Adopting contemporary modes of practice based on research and demonstrated best practices of the profession
 2. Maintaining an analytical openness to new ideas expressed in the professional literature
 3. Reading and learning continuously from the professional literature and professional development activities
 4. Participating regularly and enthusiastically in professional development activities
6. ...exhibit enthusiasm and respect for education as a practice and a profession. *Examples of associated behaviors include, but are not limited to:*
1. Expressing positive attitudes and a commitment to quality education
 2. Seeking opportunities to build positive relationships with others in the profession
 3. Participating in the meetings and activities of local, state and national professional associations and organizations
 4. Pursuing personal goals for professional development
 5. Exhibiting care for quality in the preparation and implementation of educational activities
 6. Being energetic and proactive in professional activities
 7. Listening and responding to others with enthusiasm and care
 8. Exhibiting positive leadership in professional activity

7. *...are committed to data-based decision-making and fair practices. Examples of associated behaviors include, but are not limited to:*
 1. Using data-based assessments to improve practice
 2. Engaging in action research to test and evaluate new ideas and recommendations
 3. Sharing the results of research with others
 4. Collecting data to understand a situation before taking or recommending action
 5. Ensuring that all problems are addressed with due process for all
 6. Listening to children and families to ensure that their ideas and opinions are considered

8. *...are committed to continuous self-evaluation and personal improvement. Examples of associated behaviors include, but are not limited to:*
 1. Engaging in meaningful continuous reflective self-assessment and showing such assessment leads to plans for change
 2. Demonstrating positive changes in educational practices or personal behaviors over time
 3. Responding analytically and proactively to assessments by supervisors or others and making changes to address legitimate concerns
 4. Actively seeking ways to solicit feedback for purposes of making quality improvements in practice

Adopted by the Education Faculty on April 19, 2000