



UMGC
Department of Education
Professional Dispositions Policy

August 2018

Introduction

In education, professional dispositions are the agreed upon and expected attitudes, values and behaviors of teachers and other educators. Universities develop their professional dispositions for consistency with their conceptual frameworks, and to guide the professional education of their candidates. Demonstration of these dispositions is essential for the effective education of K-12 students.

UMGC's Department of Education (herein also referred to as 'the Department'), specifically its Master of Arts in Teaching (MAT) program and its Master of Education (MEd) in Instructional Technology program, has a public responsibility for ensuring that its graduates demonstrate the professional dispositions that are stated and explained herein. This responsibility is enacted, for example, each time UMGC graduates an MAT candidate and recommends that candidate for state teacher certification.

UMGC's Department of Education Professional Dispositions (UMGC'S Professional Dispositions) are guided by the UMGC Student Code of Conduct, the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, the National Association of State Directors of Teacher Education and Certification (NASDTEC) Model Code of Ethics for Educators (MCEE), The Ohio State University Candidate Preservice Assessment of Student Teaching (CPAST), and the International Society for Technology in Education (ISTE) Standards for Educators.

The professional dispositions are organized in three important areas of professional relationships: *Students through Curriculum and Instruction; Students, Parents, and other Stakeholders through Effective Communication; and University Community, the School Community, and the Profession.* In each area, dispositions identify concrete and expected behaviors, which are observable and measurable.

The Department presents these professional dispositions, as listed below, with two important expectations in mind: 1) Together the listed items constitute a guiding framework for professional educators' development and self-review, and 2) Performance that departs from the listed items may be the basis for stages of corrective intervention.

This document consists of three parts. First, *Professional Dispositions: Categories, Dispositions, and Indicators* sets forth UMGC's specific expectations pertaining to candidate mastery of professional dispositions with bulleted indicators. Second, *Faculty Implementation and Assessment Procedures* guides the role of faculty, under program chair leadership, concerning the evaluation of candidates' professional behaviors. Third, *Stages of Intervention* sets forth the Department's policy and procedures for handling candidate cases of significant departure from the dispositions. Candidates unable to demonstrate the dispositions may be subject to actions up to and potentially including removal from the program.

Importantly, the professional dispositions play an essential constructive role in candidates' professional development throughout their UMGC program. Candidates interact with these dispositions regularly through course assignments, class discussions, private self-assessment, and assessment by UMGC education professionals and mentor teachers. Assessments are submitted to the Department through Tk20.

Professional Dispositions Categories, Dispositions, and Indicators

There are three categories within the Professional Dispositions (*Figure 1*). Each category contains a number of indicators that act as examples of how the dispositions may be displayed.

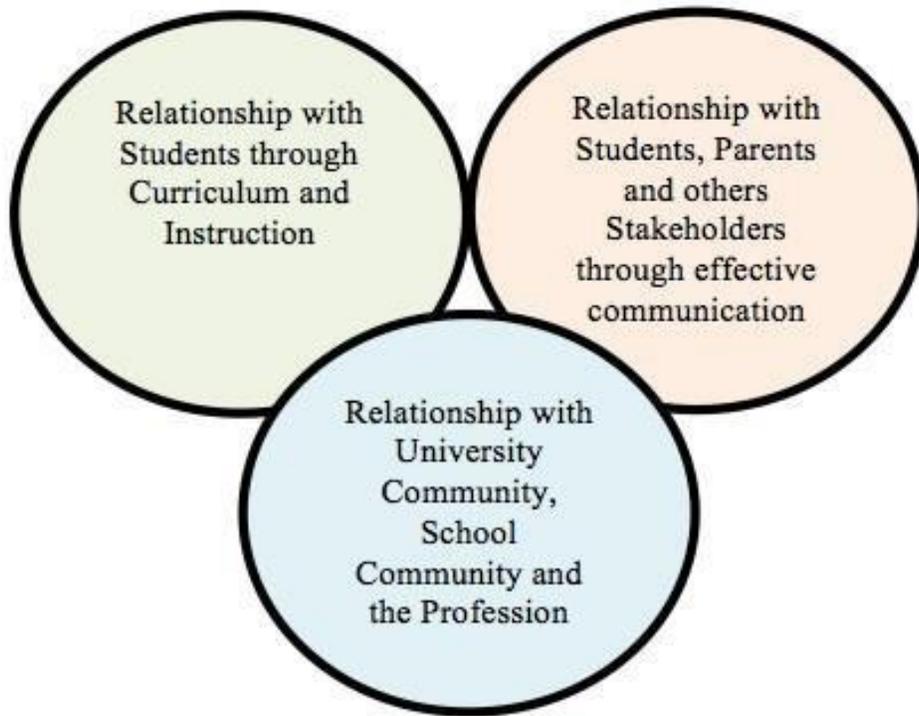


Figure 1. Department of Education Professional Disposition Categories.

Relationship with Students through the Curriculum and Instruction:

1. Demonstrates teaching that enables all students to learn at high levels by:
 - Planning and evaluating engaging instruction that supports all learners in meeting goals and intended learning outcomes.
 - Using data-informed decisions to set learning targets and goals for instruction and assessment.
 - Employing comprehensive strategies for literacy development that deepen students' content knowledge and understanding.
 - Fostering a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
 - Aligning practice to state and national standards, including those specific to one's discipline.

2. Demonstrates the ability to promote important academic learning through instructional planning by:
 - Designing authentic learning activities that align with content standards and maximize active, deep learning.
 - Creating experiences for learners to make positive, socially responsible contributions and exhibit empathetic behaviors that build relationships and community both online and in person.
 - Facilitating collaborative learning opportunities that empower students by promoting their emotional, intellectual, and physical safety.
 - Providing opportunities for critical thinking and problem solving in local and global contexts.
 - Promoting new literacies with digital technologies designed to alter and extend communications by blending text, sound, and imagery.

3. Demonstrates the ability to respond to individual differences in learning by:
 - Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socioeconomic status, and culture.
 - Constructing learning contexts, materials, and opportunities that promote each student's learning.
 - Designing inclusive content area literacy environments that accommodate diverse student needs.
 - Planning a variety of assessments that provide opportunities for learners of varying abilities to demonstrate competence.
 - Adapting and personalizing learning experiences that foster independent learning and accommodate learner differences and needs.
 - Following principles of Universal Design for Learning by providing multiple ways for students to learn and demonstrate their learning.
 - Using technological applications that are appropriate for students' individual needs, that students understand how to use, and that assist and enhance the teaching and learning process.

4. Demonstrates the importance of adaptability and innovativeness by:
 - Modeling and nurturing creativity and creative expression to communicate ideas, knowledge or connections.
 - Cultivating students' sense of curiosity and imagination.
 - Applying current and emerging technology to transform student learning.

Relationship with Students, Parents, and other Stakeholders through Effective Communication:

5. Displays caring and trustworthiness by:
 - Demonstrating professional behaviors that are honest, sensitive, and compassionate.
 - Exhibiting integrity and sound professional judgment.
 - Modeling safe, legal, and ethical practices online and in the classroom.

6. Communicates professionally, respectfully, and effectively by:
 - Employing a variety of communication strategies to share information and encourage student progress.
 - Collaborating with parents and other stakeholders to improve student learning.
 - Using professional, culturally sensitive, and interpersonally appropriate language and interactions with students, parents, and other educators.

Relationship with the University Community, the School Community and the Profession:

7. Contributes to the broad school community, including online professional networks, by:
 - Sharing professional knowledge and information in the UMGC online community.
 - Participating in school-based and external professional development programs aimed at improving student learning.
 - Advocating for the needs of learners and for the teaching profession.
 - Collaborating with and leading others in shaping, advancing, and accelerating a shared vision for empowered learning.
8. Demonstrates professional responsibility by:
 - Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.
 - Showing initiative and helping to motivate others.
 - Demonstrating preparedness, attendance, punctuality, and professional appearance.
 - Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession.
 - Complying with state and federal laws and local policies.
 - Responding constructively to feedback, criticism, and supervision by making improvements to professional practice.
9. Demonstrates professional growth by:
 - Staying current with research that supports improved student learning outcomes, including findings from the learning sciences.
 - Setting professional learning goals to explore and apply pedagogical approaches and reflect on their effectiveness.
 - Dedicating time to collaborate with colleagues and other educators to improve practice, discover and share resources and ideas, and solve problems.

Faculty Implementation and Assessment Procedures

Professional dispositions are the expected attitudes, values, and behaviors that are critical to effective interactions with students, their families, and the education community. Dispositions are developed and assessed to ensure that candidates graduate prepared to positively affect student learning (*Figure 2*). They are a prominent professional development component in the MAT and MEd in Instructional Technology programs.

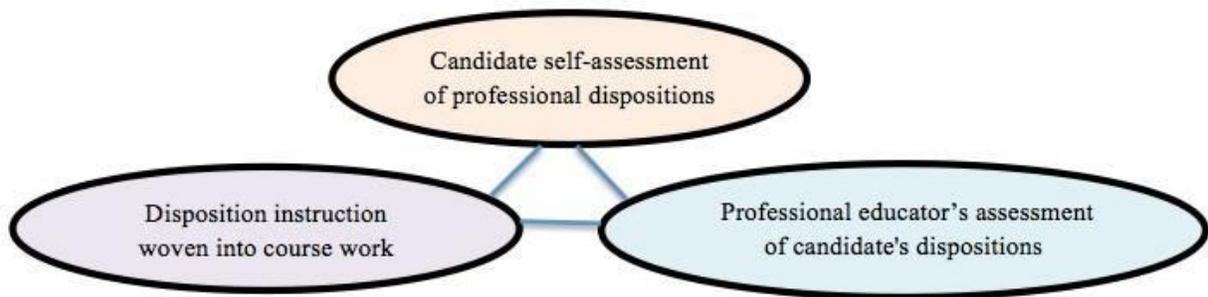


Figure 2. Department of Education disposition development and assessment process.

In the first course of both the MAT and the MEd programs, the teaching faculty introduce and model the professional dispositions. A week-long collaborative discussion about the importance of the dispositions also occurs.

Additional course content and assignments are dedicated to the development and assessment of candidate dispositions at key mid-points in the MAT and MEd programs. At these mid-points, the candidates have further developed their knowledge base and they have new opportunities to consider their professional strengths and areas for development. These mid-program interactions provide candidates an opportunity to revisit the professional dispositions and share new impressions of their meanings based on program content. Additionally, during these mid-point assessments, program faculty assess candidates' professional dispositions and have an opportunity to intervene where appropriate (*see Intervention Procedures*). These interactions allow the candidates to share their impressions of the dispositions and discuss how they will be manifested. Candidates self-assess their professional dispositions using the Department's *Professional Dispositions Assessment for UMGC Teacher Candidates*. Program faculty, which may include clinical faculty, assess professional dispositions throughout each program.

The final assignment that candidates complete in both programs is the *Teaching and Leading Beyond Boundaries* project. This comprehensive assignment is an opportunity for candidates to reflect on their knowledge of standards, exhibit their personal growth throughout the program, and demonstrate their professional dispositions and pedagogical skills. As part of the assignment, candidates complete a final dispositions *Professional Dispositions Assessment*. For MAT candidates the internship includes an additional national assessment, Ohio State's CPAST.

Stages of Intervention

The stages of intervention are designed to assist candidates to perform in accordance with UMGC's Professional Dispositions through corrective action. Procedures for corrective action at each stage are provided below.

A. UMGC Expectations for Candidates and Related Processes

The following assumptions form the basis for the dispositions policy and provide a framework for understanding the stages of intervention.

- All candidates have experience with the UMGC Professional Dispositions through self-assessment, course-based instruction, direct use when planning lessons and other classroom-based activities, and working directly with PK-12 students.
- All teaching faculty, university supervisors, and school-based mentor teachers - a group referred to in this document as "professional educators" - have received training on UMGC Professional Dispositions and the Stages of Intervention.
- All professional educators involved with candidates are aware that they should first seek to resolve issues related to candidate dispositions by providing relevant corrective feedback directly to the candidate to resolve the dispositions issue.
- The involved professional educators document all communications involving or pertaining to candidates by dating corrective communication and explaining purposes and outcomes of meetings.
- Candidates unable to meet the dispositions on their own, or through corrective means, may be subject to actions up to and including removal from the program.
- Candidates are expected to adhere to UMGC Policy 151.00 - Code of Student Conduct. As deemed appropriate, allegations of conduct potentially in violation of the Code of Student Conduct will be referred to the Administrator of the Student Code of Conduct process in the Office of the Registrar for further processing in accordance with the Code of Student Conduct. Corrective actions may also be taken pursuant to UMGC's Professional Dispositions stages of intervention, as necessary, to immediately address the inappropriate behavior.

The candidate has the right to appeal a decision reached during the corrective action process by following the procedures described in [UMGC Policy 130.70 Student Grievance Procedures](#).

B. Corrective Action Administration

Figure 3 illustrates the stages that MAT and MEd program chairs follow as they coordinate with their faculty, candidates in their programs, the Department of Education's vice dean, and potentially the graduate school's manager of student affairs administration. The explanations for each of the stages of intervention provide guidance to the student and professional educators, including steps to take and required timelines

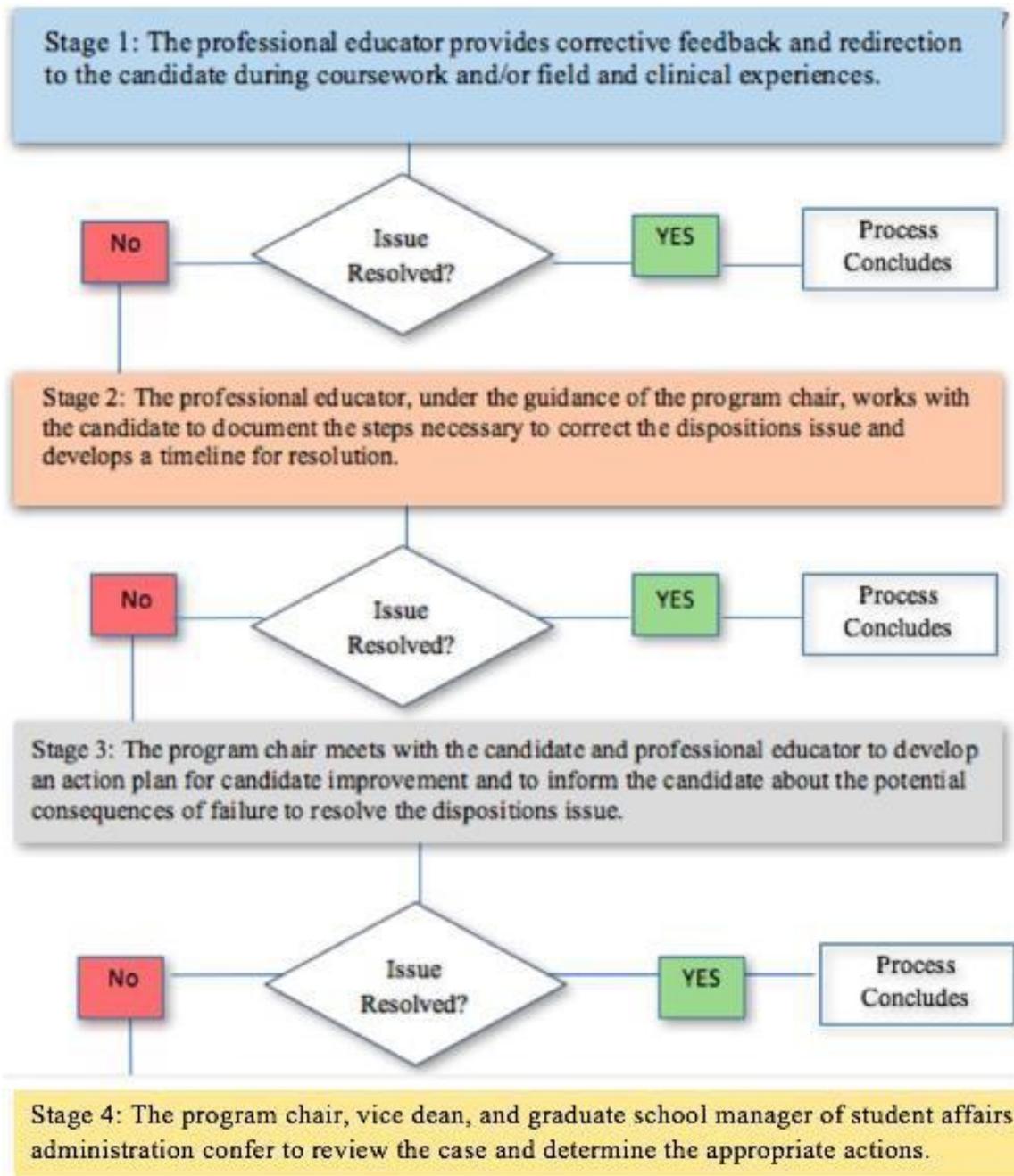


Figure 3. Stages of Intervention when candidate performance requires corrective action.

A candidate's withdrawal from a course or separation from an internship does not negate his/her failure to meet professional dispositions. The candidate must satisfy the corrective action(s) determined by the professional educator/s in order to continue in the program, or to continue in the program without condition(s).

Candidates who do not comply with the professional dispositions process are subject to the stages of intervention. Typically, the corrective action proceeds chronologically according to the stages. However, depending upon the severity and/or egregiousness of the unsatisfactory conduct, the matter may proceed to stages 3 and/or 4 of the intervention process without engagement in the preceding stages.

C. Stages of Intervention

STAGE 1: The professional educator (faculty, university supervisor, mentor teacher) provides corrective feedback and redirection to the candidate during coursework and/or field and clinical experiences.

MAT and MEd faculty are directed to assess dispositions as they evaluate candidates' assignments, review discussion posts, and observe clinical experiences. When issues regarding candidates' dispositions occur, faculty members, including MAT clinical faculty, provide timely correction through guidance and redirection to individual candidates within three days of the issue occurring. More often than not, engagement between the candidate and professional educator resolve the disposition concerns. Corrective feedback and redirection will be documented and reported to the Program Chair. The corrective action may include written and/or oral comments, providing an opportunity for the candidate to address the issue and move forward in the course and program.

In the event that these initial corrections are ineffective and the behaviors remain unsatisfactory, corrective action progresses to Stage 2.

STAGE 2: The professional educator (faculty, university supervisor, mentor teacher) works with the program chair to address the dispositions issue.

If feedback and redirection are not effective in Stage 1, the professional educator notifies the program chair, who provides guidance and support to the professional educator during the additional corrective actions.

Stage 2 procedures are initiated no later than five calendar days after the professional educator determines that corrective feedback and redirection have not corrected the inappropriate behavior(s).

Stage 2 Procedures:

1. The professional educator informs the program chair of the candidate's behavior.

2. The program chair and professional educator discuss the issue(s) and determine the next corrective steps, which the professional educator documents.
3. The professional educator then renews direct efforts with the candidate to ameliorate the situation. The professional educator and candidate go over the steps and a timeline, and the candidate and the program chair receive communication documenting the agreed upon steps for remediation.
4. The professional educator assists and assesses the candidate's progress, with the goal of full improvement in mind.
5. The professional educator documents and updates the program chair on the candidate's progress.
6. If the candidate is non-compliant, or the dispositions issue remains unresolved, the professional educator updates the program chair with this information. The program chair may work through the professional educator in trying a different strategy, or the program chair may move to Stage 3. Importantly, the program chair has been monitoring and guiding Stage 2 developments.

STAGE 3: The program chair meets with the candidate and the professional educator (faculty, university supervisor, mentor teacher) to develop and implement an action plan for candidate improvement and to inform the candidate about the potential consequences associated with failure to resolve a dispositions issue.

Stage 3 is initiated when inappropriate behaviors have continued, recurred, and/or are becoming more severe following the Stage 2 procedures. Stage 3 may also be initiated as the first formal corrective stage when the behavior(s) are of particular severity in nature.

Stage 3 Procedures:

1. The professional educator informs the program chair about the candidate's behavior and reviews the corrective measures that have been implemented to date. Within five calendar days of receiving notification that the dispositions issue remains unresolved or that the issue is of severe magnitude, the program chair schedules and holds a meeting with the candidate and the professional educator.
2. The program chair informs the candidate that he or she must self-assess using the *Professional Dispositions Self-Assessment*. The professional educator also completes the *Professional Dispositions Assessment* to evaluate the candidate's performance.
3. The program chair holds a discussion with the candidate and the professional educator about the dispositions issue and the outcomes of the dispositions assessments. The purpose of the meeting is to utilize the outcomes from the dispositions assessments to develop an action plan and discuss the potential consequences of failing to correct the problem behavior(s).
4. The action plan, with key dates including completion, is developed using the

outcomes from the *Professional Dispositions Assessments* and other information about the case for determining the focus and steps in the plan. The candidate, program chair, and professional educator sign the plan and it is filed with the UMGC Department of Education. A copy of the signed plan is also given to the candidate. The candidate works within the key dates to implement and complete the plan.

5. Following the meeting and development of the action plan, the program chair notifies the vice dean and manager of student affairs administration of the patterns and issues related to the candidate's behavior.
6. If the candidate is non-compliant or if insufficient progress has been made, as determined by the professional educators (Program Chair) he/she will be referred to Stage 4.

STAGE 4: The program chair, vice dean, and graduate school manager of student affairs administration confer to review the case and determine the appropriate actions.

Stage 4 is initiated in one or more of the following circumstances:

- During Stages 2 or 3 the candidate does not agree to the plan.
- The candidate makes unsatisfactory progress under Stages 2 or 3 in the specified time frame.
- When the behavior(s) are of such severity that the program chair and vice dean, working with the manager of student affairs administration, determine that the extent of the problem and/or continuing pattern of inappropriate behaviors is so egregious that a higher level of intervention is needed.

Stage 4 Procedures:

1. Within five calendar days of initiating Stage 4, the program chair provides documentation relevant to the case to the vice dean for review. The candidate is also notified and may provide relevant documentation to the vice dean for review within the same period of time.
2. Within five calendar days of initiating Stage 4, the program chair coordinates a meeting between the candidate and the vice dean. The purpose of the meeting will be to review the relevant documentation presented.
3. Within five calendar days following the meeting between the candidate and the vice dean, the program chair and vice dean review the findings, and coordinate with the director of student relations to identify an appropriate action. The candidate is notified of the action to be taken. A copy of the notification is filed with the UMGC Department of Education and with the manager of student affairs administration.

Stage 4 Corrective Actions:

- Continue the candidate in the program without conditions (applies to MAT and Med).
- Inform the student of the condition(s) upon which continuation in the program depends as well as the consequences for failing to meet those conditions. The corrective condition(s) are concrete, specific to the UMGC Department of Education's Professional Dispositions, and function as requirements. The written document includes goals, timelines, scheduled monitoring, and other functions important for accountability (applies to MAT & MEd).
- Immediate withdrawal of the candidate from a placement. In this case, additional actions may be considered, including moving the candidate to a new placement, as applicable, or discontinuing the candidate from the program (applies to MAT only).
- Report the candidate to the Administrator of the Code of Conduct in the Office of the Registrar (in cases where the dispositions issue is also a violation of the Student Code of Conduct) (applies to MAT & MEd).
- If a candidate is removed from an internship or field experience, the candidate must meet all of the corrective conditions imposed before he/she is considered for an internship or field experience and any attempt is made to place the candidate at an internship or field experience in a future term (applies to MAT only).
- Terminate the candidate's enrollment in the program. The candidate is given written explanation of the reasons, and possible conditions, if any, for re-applying, as well as information on appealing the case. The candidate may choose to seek a different program in the Graduate School (applies to MAT & MEd).

Appendix A
UMGC TGS Education Department
Professional Dispositions Assessment

MAT & MEd Candidates: Reflect on your previous educational experiences, current coursework, and any field/clinical experiences you may have completed. Then, rate your ability to demonstrate the following dispositions, using the bulleted descriptors to guide your thinking.

Professional Educators: Reflect on the candidate’s performance on course assignments and/or field/clinical experiences. Then, rate his/her ability to demonstrate the following dispositions, using the bulleted descriptors to guide your thinking.

Performance Ratings

HIGHLY PROFICIENT	PROFICIENT	DEVELOPING	INSUFFICIENT OPPORTUNITY TO PRACTICE
Candidate continually demonstrates high ability in applying program / course competencies and professional dispositions. Candidate is an excellent model of professional practice.	Candidate routinely displays mastery of most, or all, of program / course competencies and professional dispositions. Additional experiences in varied settings are needed for further development to highly proficient level.	Proficiency demonstrated in some, but not all, areas of program / course competencies and professional dispositions. Continuing experience and practice in varied settings are needed to demonstrate proficiency in all areas.	New to PreK-12 classrooms professionally; insufficient opportunities to practice. Experience and practice in varied settings are needed to demonstrate proficiency in all areas.

Relationship with Students through Curriculum and Instruction

Criteria	Highly Proficient 4	Proficient 3	Developing 2	Insufficient 0-1
Demonstrates teaching that enables all students to learn at high levels by: <ul style="list-style-type: none"> • Planning and evaluating engaging instruction that supports all learners in meeting goals and intended learning outcomes. • Using data-informed decisions to set learning targets and goals for instruction and assessment. • Employing comprehensive strategies for literacy development that deepen students’ content knowledge and understanding. • Fostering a culture where students take ownership of their learning goals and outcomes in both independent and group settings. • Aligning practice to state and national standards, including those specific to one’s discipline. 				

<p>Demonstrates the ability to promote important academic learning through instructional planning by:</p> <ul style="list-style-type: none"> • Designing authentic learning activities that align with content standards and maximize active, deep learning. • Creating experiences for learners to make positive, socially responsible contributions and exhibit empathetic behaviors that build relationships and community both online and in person. • Facilitating collaborative learning opportunities that empower students by promoting their emotional, intellectual, and physical safety. • Providing opportunities for critical thinking and problem solving in local and global contexts. • Promoting new literacies with digital technologies designed to alter and extend communications by blending text, sound, and imagery. 				
<p>Demonstrates the ability to respond to individual differences in learning by:</p> <ul style="list-style-type: none"> • Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socioeconomic status, and culture. • Constructing learning contexts, materials, and opportunities that promote each student's learning. • Designing inclusive content area literacy environments that accommodate diverse student needs. • Planning a variety of assessments that provide opportunities for learners of varying abilities to demonstrate competence. • Adapting and personalizing learning experiences that foster independent learning and accommodate learner differences and needs. • Following principles of Universal Design for Learning by providing multiple ways for students to learn and demonstrate their learning. • Using technological applications that are appropriate for students' individual needs, that students understand how to use, and that assist and enhance the teaching and learning process. 				
<p>Demonstrates the importance of adaptability and innovativeness by:</p> <ul style="list-style-type: none"> • Modeling and nurturing creativity and creative expression to communicate ideas, knowledge or connections. • Cultivating students' sense of curiosity and imagination. • Applying current and emerging technology to transform student learning. 				

Relationship with Students, Parents, and Other Stakeholders through Effective Communication

Criteria	Highly Proficient 4	Proficient 3	Developing 2	Insufficient 0-1
<p>Displays caring and trustworthiness by:</p> <ul style="list-style-type: none"> • Demonstrating professional behaviors that are honest, sensitive, and compassionate. • Exhibiting integrity and sound professional judgment. • Modeling safe, legal, and ethical practices online and in the classroom. 				
<p>Communicates professionally, respectfully, and effectively by:</p> <ul style="list-style-type: none"> • Employing a variety of communication strategies to share information and encourage student progress. • Collaborating with parents and other stakeholders to improve student learning. • Using professional, culturally sensitive, and interpersonally appropriate language and interactions with students, parents, and other educators. 				

Relationship with the University Community, the School Community and the Profession

Criteria	Highly Proficient 4	Proficient 3	Developing 2	Insufficient 0-1
<p>Contributes to the broad school community, including online professional networks, by:</p> <ul style="list-style-type: none"> • Sharing professional knowledge and information in the UMGC online community. • Participating in school-based and external professional development programs aimed at improving student learning. • Advocating for the needs of learners and for the teaching profession. • Collaborating with and leading others in shaping, advancing, and accelerating a shared vision for empowered learning. 				
<p>Demonstrates professional responsibility by:</p> <ul style="list-style-type: none"> • Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others. • Showing initiative and helping to motivate others. • Demonstrating preparedness, attendance, punctuality, and professional appearance. • Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession. • Complying with state and federal laws and local policies. • Responding constructively to feedback, criticism, and supervision by making improvements to professional practice. 				

<p>Demonstrates professional growth by:</p> <ul style="list-style-type: none">• Staying current with research that supports improved student learning outcomes, including findings from the learning sciences.• Setting professional learning goals to explore and apply pedagogical approaches and reflect on their effectiveness.• Dedicating time to collaborate with colleagues and other educators to improve practice, discover and share resources and ideas, and solve problems.				
<p>Based on your self-evaluation please set at least TWO goals for your continued professional growth.</p>				