

Provisional Definitions of Selected Priority Dispositions

Culturally Responsive

Active commitment to understand and judiciously incorporate into one's teaching and relationship with students and others a sensitivity to all students' beliefs, values, interests, learning styles and world views that are likely grounded in the dynamics of students' cultural backgrounds.

Developmentally Responsive

Active commitment to understand and judiciously incorporate into one's teaching and relationship with students and others a sensitivity to students' cognitive, emotional and physical preparedness to engage in the learning tasks sponsored by the curriculum and the teaching candidate.

Critically Reflective

Active commitment to systematically examine and articulate one's beliefs, values, assumptions and practices in light of a) their attunement to systemic and contextual dynamics; b) their likely and apparent impact on others and c) their resonance with best practices research.

Collaborative

Active commitment to work with others in a professional manner. Willingness to share views, problem-solve, assume and fulfill responsibilities and work through conflicts and disagreements, in a style that is forthright, fair-minded, sensitive and attentive to the best and common interests applicable to a given situation.

Committed to Excellence

Active commitment to perform the relevant work with moral integrity, intellectual curiosity, ongoing reflection and openness, the pursuit of deep subject matter knowledge and pedagogic resourcefulness, and an overall sustaining devotion to high standards of learning and achievement, for oneself and for all students and others involved.

Justice-Oriented

Active commitment to examine and advocate that which is truthful, good and fair in particular situations. This commitment entails thoughtfully examining competing perspectives on truth, goodness and fairness and determining what should be done to adjudicate these values in the myriad situations of daily life.