Butler University College of Education

Dispositions Acknowledgement

The following dispositions have been adopted by the College of Education as being reflective of college’s Core Values. As required by the National Council for the Accreditation of Teacher Education these dispositions will be assessed for the duration of a student’s enrollment as an aspiring or continuing educator. The purpose of assessing these areas of educator development is to help assure that our graduates have the necessary knowledge, skills, and dispositions to succeed professionally.

Dispositions in the College of Education at Butler University include:

1. Displays appropriate level of professional behavior.
2. Takes personal responsibility for one’s own behavior.
3. Shows appreciation for diversity and similarity.
4. Shows caring, concern, and patience.
5. Demonstrates appropriate professional ethics.
6. Shows an appreciation for knowledge and skill in the profession.
7. Shows appropriate engagement with the teaching, learning, and mentoring process.
8. Demonstrates the ability to effectively collaborate with others.
9. Demonstrates fairness to everyone.
10. Demonstrates the belief that all students can learn.

Dispositions will be assessed by course instructors, cooperating teachers, and other stakeholders deemed by the College of Education to have a vested interest in the development and success of that student. Dispositions will be assessed on a five-point scale (Level 0= No progress, Level 1= Emergent, Level 2=Basic, Level 3= Competent, and Level 4=Proficient). If an aspiring or continuing educator’s dispositions assessment demonstrates questionable or unacceptable professional dispositions, they will work under the leadership of their advisor to determine an appropriate and agreed upon plan of intervention. If the aspiring or continuing educator is unable to fulfill the plan of intervention they may be recommended for removal from College of Education courses and/or programs. The assessment of dispositions that is not at the expected level of performance, as determined by the assessor, may result in one or more of the following:

1. Possible impact on course grade.
2. Mandatory or recommended intervention
3. Removal from course.
4. Recommendation for removal from program.
5. Probation within the College of Education.

At any time an aspiring or continuing educator may appeal the completed dispositions assessment. To begin an appeal process the student must document in writing to the Dean of the College of Education within three months of their completed dispositions assessment in question that they would like to formally appeal the assessment. At any time an aspiring or continuing educator may ask for documentation specific to indicators of expected dispositions and review their previously completed dispositions assessments by contacting their Academic Advisor and/or the Dean of the College of Education.
COURSES WITH DISPOSITION ASSESSMENTS  
(established F’02 with the advent of Rules 2002)  
Updated Spring 2014

UNDERGRADUATE

**COE CORE I**  
ED 112: Introduction to the Profession of Teaching (2)  

Specific Program Introductory Courses:  
PE 127: Introduction to Health, Physical Education, Recreation, Dance (2)

**COE CORE II**  
ED 241: Developmental Theory and Application in Education (3)  
ED 242: Educating Children with Special Needs (2)  
ED 244: Concepts of Education (3)

Specific Program Introductory Courses:  
Middle/Secondary Education  
ED 228: Content Area Literacy in Middle-Secondary Curriculum (3)  
Physical Education and Health Education:  
ED 228: Content Area Literacy in Middle-Secondary Curriculum (3)  
PE 202: Skills Series: Basketball/Soccer (1)  
PE 207: Skills Series: WT. TR (Fitness-CC/Track & Field) (1)  
PE 224: Coordinated School Health (2)

**COE CORE III**  
Elementary Education: Block A or B (collaborative)  
Middle/Secondary Education:  
ED 227: Introduction to Middle Secondary Students and Schools (3)  
ED 327: Curriculum and Instructional Strategies for Middle Schools (3)  
ED 433: Content Area Methods for High School (4)  
ED 498: Methods for Teaching Multilingual Learners (3)  
Physical Education and Health Education:  
PE 331: Physical Education Methods for Early and Middle Childhood (3)  
PE 335: Physical Education Methods for Middle/Secondary (3)  
ED 498: Methods for Teaching Multilingual Learners (3)

**COE CORE IV - Student Teaching**  
none

**MUSIC EDUCATION**  
CORE I ME 102  
CORE II ME 325  
CORE III ME 326, ME 345, ME 424, ME 426, ME 425
GRADUATE

EPPSP

COE CORE I:  ED 557: The School Principalship – Phase I (6)
COE CORE II: ED 558: The School Principalship – Phase II (6)
COE CORE III: ED 559: The School Principalship – Phase III (6)
COE CORE IV: ED 561: The School Principalship – Phase IV (6)

METL (Master’s in Effective Teaching and Leadership)

ED 530: Foundations in Effective Teaching and Learning Level I (3)
ED 531: Foundations in Effective Teaching and Learning Level II (3)
ED 569: Problems, Issues and Trends in American Education
ED 658: Leadership in Education (3)

SCHOOL COUNSELING

End of Year 1 (collaborative)
End of Year 2 (collaborative)

GRADUATE INITIAL LICENSURE PROGRAM (GILP)

ED 530: Foundations in Effective Teaching and Learning Level I (3)
ED 531: Foundations in Effective Teaching and Learning Level II (3)
ED 450: Introduction to Secondary Education
ED 528: Issues in Curriculum & Instruction (Secondary Content Methods)

ACCELERATED ALTERNATIVE PROGRAM FOR INITIAL LICENSURE IN MILD INTERVENTION (P-12)

ED 408  Foundations of Effective Reading
ED 454  Assistive Technology
ED 479  Communication & Collaboration with Stakeholders in Special Education
ED 480  Foundations of Teaching Children with Differences
ED 490  Assessment of Children with Special Needs
ED 491  Behavior Management for Inclusive Classrooms
ED 492  Special Education Law
ED 583  Characteristics of Children Needing Mild Intervention
ED 584  Strategies for Teaching Children Needing Mild Intervention
ED 589  Intense Field Experience/Portfolio Development

Literacy Elective