Supporting Residency Candidates with Professionalism
and the Educator Disposition Assessment (EDA)

Mentor Teachers and University Supervisors

While completing the yearlong residency, candidates should assume the role of an adult professional-in-training and should conduct themselves in a professional manner. If residency candidates are unsure of appropriate professional behavior or encounters a problematic situation, candidates should consult their mentor teachers, university supervisors, or other school personnel as soon as possible for guidance and assistance.

In all actions and interactions, residency candidates should demonstrate the highest level of professionalism. Candidates should view this experience as a yearlong job interview as well as an opportunity to learn from their mentor teachers and to develop and demonstrate their teaching skills. Actions taken and words spoken during residency should be carefully considered, as they will affect both the candidates' residency evaluation and the written/verbal recommendations provided for candidates by mentor teachers, university supervisors, school administrators, and the Office of Educator Preparation.

Residency candidates agree to follow the rules of the school system as well as policies of Clemmer College of Education and Human Development and East Tennessee State University, including those pertaining to the professional dispositional skills located below.

Residency candidates' professional dispositions will be measured throughout the residency year on the *Educator Disposition Assessment (EDA)*. Candidates complete the EDA self-assessment at the beginning of Pre-residency, and then again at the end of Residency II. University supervisors complete the EDA at the end of Residency I and Residency II, using feedback from the *Residency Candidate Performance Checklist* complete by mentor teachers.

Mentor teachers can refer to the professional disposition skills below when completing the *Residency Candidate Performance Checklist* throughout Residency I and Residency II.

Professionalism

Professional Dispositions	Performance Expectations
Demonstrates Effective Oral Communication Skills	Candidates use professional language, grammar, and word choice and encourage participatory behaviors. All interactions are respectful, demonstrating sensitivity for the feelings and thoughts of others.
Demonstrates Effective Written Communication Skills	Candidates communicate respectfully with colleagues, parents/guardians, or with k-12 students (e.g., email, letters, assignments); that is, the text maintains a relatively formal tone/word choice and almost never includes errors in punctuation and usage.
Demonstrates Professionalism	Candidates arrive early and are prepared to contribute meaningfully to all teaching responsibilities and school-related commitments, and collaborative meetings. Candidates communicate in a timely and appropriate manner if an emergency arises. Candidates respond to email requests for information within 24 hours. All lesson plans are submitted at least 2 days in advance and evidenced as a solid first-attempt

	or revision. Candidate's dress is professional and models' appropriate attire for a safe and focused professional learning environment, and is in accordance with school policy.
Demonstrates a Positive and Enthusiastic Attitude	Candidates try new ideas and activities and actively seek solutions to problems without complaint. Candidates consistently accept responsibility for the outcomes of his/her actions, and is responsive to feedback. Candidates have a positive affect with students using verbal/nonverbal cues.
Demonstrates Preparedness in Teaching and Learning	Candidates consistently demonstrate drive, initiative, determination, and a commitment to hard work. Candidates show steady effort and a desire to produce high quality products or performance. Candidates treat setbacks as opportunities to learn. Candidates do not give up when things don't go as planned or when there is uncertainty about a task or situation; instead, candidates try again. Candidates are able to problem-solve and complete multiple complex tasks independently.
Exhibits an Appreciation of and Value for Cultural and Academic Diversity	Candidates embrace diversity through inclusive activities and behaviors and create a safe classroom with zero tolerance of negativity.
Collaborates Effectively with Stakeholders	Candidates are engaged and supportive colleagues. Candidates demonstrate flexibility and maintains a respectful tone during difficult situations and accepts decisions. Candidates proactively share teaching strategies through collaboration.
Demonstrates Self-Regulated Learner Behaviors and Takes Initiative	Candidates recognize their own weaknesses and actively seek solutions to problems before consulting with others. Researches and implements effective teaching styles.
Exhibits the Social and Emotional Intelligence to Promote Personal and Educational Goals/Stability	Candidates demonstrate appropriate maturity and self-regulation when discussing sensitive issues. Candidates are compassionate and empathetic social awareness. Candidates are sensitive to the school's policy on confidentiality as related to the children/schools/school districts in which they are placed. Candidates follow the school districts' policies on photographing or video recording students in the classroom, and understands that disclosing student information (e.g., academic progress, student records, private personal issues) violates the student's right to privacy.
Workplace Policies & Codes of Conduct	Candidates follow all state and local school/district policies that govern the ethical, moral and legal practices of teachers. Candidates request and review faculty and student handbooks (if available). Candidates follow district and school policies related to attendance, discipline, crisis management, emergency, and evacuation procedures, and mandatory reporting.
Social Media & Technology	Candidates manage social media presence and communication in a professional manner and refrain from posting residency materials, information, photos, or personal commentary on social networking sites. Candidates are comfortable learning new technologies and trouble-shooting technology breakdowns. The use of cell phones and other electronic devices not related to instruction is prohibited in the classroom.

*Residency Candidate Performance Checklist references dispositions from the Educational Disposition Assessment (EDA) instrument created by Watermark Insights, LLC.

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Professionalism Concerns

If residency candidates are consistently not adhering to the Residency Handbook guidelines, university supervisors or mentor teachers should contact the Program Coordinator or Department Chair and the Director of Field Experience and Residency to schedule a meeting to discuss their concerns. If necessary, a Student Support Meeting with residency candidates will be scheduled to develop a Student Support Plan to improve their professional dispositions. A follow-up meeting to review candidates' progress should be held in two to four weeks. During the follow-up meeting, candidates' progress and/or additional concerns will be discussed, and a recommendation will be made for residency candidates to continue in their original placement, arrange an alternate placement, or be removed from the residency program. The Office of Educator Preparation is responsible for obtaining alternate placements if necessary.