

Mississippi State University
College of Education
Teacher Education Professional Dispositions

The teacher education program addresses the knowledge, skills/performances and dispositions needed by beginning teachers. What are dispositions? They have been defined as the “values , commitments, and professional ethics that influence behavior toward students, families, colleagues and communities and affect student learning, motivation and development as well the educator’s own professional growth” (NCATE, 2000). Dispositions can also be described as attitudes and beliefs about learning and teaching (e.g., the belief that all children can learn) and as professional conduct and behavior. Not all dispositions can be directly assessed, but aspects of professional behavior are assessed during classes and field experiences in school settings. Professional behaviors and characteristics are described below. Students should aspire to conduct themselves in a manner that is consistent with the highest degree of integrity and professionalism, whether included below or not.

1. **Responsibilities:** Is present, punctual and prepared for classes and field experiences; completes assignments in a timely manner; dependable; cooperative; knows and follows guidelines in course syllabi, university and school handbooks; exhibits dress and grooming appropriate for the setting; self-directed; accepts responsibility.
2. **Communication:** Uses appropriate language; demonstrates ability to speak and write with clarity; uses standard English in writing and speaking; a good listener.
3. **Interpersonal Skills:** Shows courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging or critical remarks; establishes positive rapport and appropriate relationships; shows sensitivity to all students; committed to diversity, open-minded, supportive, and encouraging.
4. **Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; places needs of students first; respects individual differences; shows initiative and creativity; dedicated to teaching and learning; demonstrates persistence in helping all children achieve success; exhibits classroom awareness and caring attitude toward all students.
5. **Judgment:** Is mature, exhibits self-control, reacts appropriately under stress; is flexible, adapts to change; able to accept and express different points of view in a professional manner; uses good judgment; accepts responsibility for own actions.
6. **Ethics:** Demonstrates truthfulness and honesty; maintains ethical and legal behaviors in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit and avoiding plagiarism/cheating; adheres to ethics/policies of university, schools and profession.
7. **Self Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

I have read and understand the Teacher Education Professional Dispositions and the implementation procedures.

Signature: _____ Date: _____

Name: _____ (Please Print)

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Procedures:

1. Students enrolled in the Teacher Education program are introduced to the Teacher Education Professional Dispositions through the description in the Undergraduate Handbook. In addition, information regarding dispositions will be articulated in classes operating with a field-based component in a local school setting and in the Student Teaching Handbook.
2. If an instructor or faculty member has concerns about a student's professional behavior or dispositions at any time, that instructor or faculty member will meet with the student and recommend corrective action. If warranted, documentation of the meeting should be placed in the student's folder.
3. If the concern is serious or the problem is not resolved, the faculty member will complete a Teacher Education Professional Dispositions form (Step 1) and send it to the program coordinator or supervisor (if applicable) and Department Head. The program supervisor will schedule a review of the form by a program area committee.
4. A program area committee should be comprised of a minimum of three full-time faculty members. If the program area committee has less than three full-time faculty, other teacher education faculty selected by the program supervisor should serve on the committee.
5. The program area committee will review the Teacher Education Professional Dispositions form and recommend a plan of action (Step 2) if one is needed. The plan of action could include specific recommendations for assistance or improvement. In addition, action may include deferring admission to the program, denying admission to the program, conditional requirements for continuing in the program, or denying continuation in the program. In some cases, no action will be taken. Committee decisions will be forwarded to the student, originating faculty member, the Department Head and placed in the student's file.
6. If the situation warrants, the program coordinator and/or Department Head will meet with the candidate to inform him/her of the committee decision. Documentation of that conference will be forwarded to the Dean of the College of Education.
7. The student may appeal the decision to the Dean of Education. The decision of the Dean is final.

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This form is applicable to students participating in the Teacher Education program. Any instructor or faculty member may file a Teacher Education Professional Dispositions form if a student's professional behavior or disposition to enter or continue in the Teacher Education Program is questioned. Step 1 should be completed within 5 days and submitted to the program supervisor and Department Head. Step 2 should be completed within an additional 5 days and forwarded to the student, originating faculty member, Department Head and placed in the student's file.

Student's Name: (Please Print) _____ ID _____
Course: _____
Semester: _____ Year _____

Circle the area being addressed:

- | | |
|------------------------------|--------------------|
| 1. Responsibilities | 5. Judgment |
| 2. Communication | 6. Ethics |
| 3. Interpersonal Skills | 7. Self Reflection |
| 4. Classroom Characteristics | |

Step 1. Faculty Member's Description of Concern(s) and Recommended Action (attach additional information if needed)

Faculty Member's Signature: _____ Date: _____
Student's Signature: _____ Date: _____
(Signature indicates the form has been shared with the student.)

Step 2. Program Area Committee Comments/Action Taken (attach additional information)

Program Supervisor's Signature: _____ Date: _____
Student's Signature: _____ Date: _____