



Mississippi State University

College of Education

Teacher Education Professional Dispositions (Initial)

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 as 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. Candidates 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
- Is dependable; cooperative; self-directed; accepts responsibility
- Follows guidelines in course syllabi, university and school handbooks
- Exhibits dress and grooming appropriate for the setting
(CFPO 1, 7, 10-Initial; CFPO 1, 7, 13-Advanced)

2. Communication:

- Uses appropriate language
- Demonstrates ability to speak and write with clarity
- Uses standard English in writing and speaking
- Is a good listener
(CFPO 5, 7-Initial; CFPO 5, 7-Advanced)

3. Interpersonal Skills:

- Shows courtesy and respect for faculty, administrators, 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
- Is committed to diversity, open-minded, supportive, and encouraging
(CFPO 2, 8, 9, 12-Initial; CFPO 2, 5, 9-Advanced)

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
- Is dedicated to teaching and learning; demonstrates persistence in helping all children achieve success
- Exhibits classroom awareness and caring attitude toward all students
(CFPO 2, 3, 4, 5, 6, 7, 10-Initial; CFPO 2, 3, 4, 5, 6, 7, 11, 12, 13, 14-Advanced)

5. Judgment:

- Is mature, exhibits self-control, reacts appropriately under stress
- Is flexible, adapts to change
- Is able to accept and express different points of view in a professional manner
- Uses good judgment
- Accepts responsibility for own actions
(CFPO 2, 6, 7, 11-Initial; CFPO 2, 3, 6, 7, 10, 13-Advanced)

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
(CFPO 1, 4, 7-Initial; CFPO 1, 4, 13-Advanced)

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
(CFPO 8, 9, 11-Initial; CFPO 8, 9, 12, 13, 14-Advanced)

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

Signature: _____

Date: _____

Name: _____

(Please Print)

**Mississippi State University
College of Education
Teacher Education Professional Dispositions**

Overview of Teacher Education Professional Dispositions

Procedures for Comprehensive and Systematic Assessment of Dispositions:

Candidates enrolled in the Teacher Education program are introduced to the Teacher Education Professional Dispositions through the description in the *College of Education Undergraduate Handbook* and the *Orientation Online Seminar*. In addition, information regarding dispositions will be articulated in classes operating with a field-based component in a school setting and in the *Teaching Internship Handbook*. Candidates will be assessed on dispositions at different assessment points prior to completing the program. At the time of admission to the Teacher Education Program (Phase II, Assessment Point 1), candidates will be required to indicate by their signature that they have read and understand the disposition outcomes and policies. Each initial program will identify a point or points in the program prior to teaching internship or in an advanced program prior to a capstone experience (Assessment Point 2) when candidates will be assessed on each disposition by the professor/instructor of the course. Each initial and advanced program will assess interns during teaching internship or the capstone experience (Assessment Point 3) on each disposition.

Reporting of Dispositional Deficiencies Procedures:

Step 1

If an instructor or faculty member has concerns about a candidate's professional behavior or dispositions at any time, that instructor or faculty member will meet with the candidate and recommend corrective action. A Teacher Education Professional Disposition Form should be completed and placed in the teacher candidate's folder. (Part 1 portion only)

Step 2

If the concern is serious or the problem is not resolved, the faculty member will complete a Teacher Education Professional Dispositions form (Part 1 portion of Teacher Education Professional Disposition Form) 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 the program review committee. Normally, the program supervisor will schedule a review of the form within 10 business days of receiving the form. (Part 2 portion of Teacher Education Professional Disposition Form)

Violations of the MSU Student Honor Code or MSU Student Code of Conduct will be adjudicated using those processes. An MSU student found responsible for violating the MSU Student Honor Code or Student Code of Conduct will have a letter placed in his/her file from the Student Honor Code Office or the Dean of Students Office along with a disposition form, completed by a faculty member, noting that they were found in violation of the University's policy and procedures. Being found responsible for multiple violations of the Student Honor Code or MSU Student Code of Conduct will result in an initiation of Step 3 to consider removal from the

program.

If the dispositional deficiency is not related to the Student Honor Code and/or Student Code of Conduct, go to Step 4. If the dispositional deficiency is related to Student Honor Code and/or Student Code of Conduct, go to Step 3.

Step 3

(Student Honor Code and/or Student Code of Conduct violation)

In cases of academic dishonesty (as defined by the MSU Student Honor Code), the MSU student and faculty member will follow the University's Student Honor Code process and procedures. If the MSU student is found responsible for violating the Student Honor Code, a program review committee may be convened to determine whether the student will be allowed to continue in the program after receiving notification from the Student Honor Code Office that the MSU student was found responsible for academic misconduct and sanctioned. Within 2 business days after receiving notification that a student has been found responsible for more than one violation of the Student Honor Code and sanctioned, the student will be notified by the program supervisor that the program review committee will meet to determine the student's status in the program. Normally, the program review committee will convene within 5 business days of notification of the issuance of the decision from the Student Honor Code Council Office.

In cases involving violations of the Student Code of Conduct, the MSU student and faculty member will follow the Student Code of Conduct process and procedures. If the MSU student is found responsible for violating the Student Code of Conduct, a program review committee may be convened to determine whether the student will be allowed to continue in the program after receiving notification from the Dean of Students' Office that the student was found responsible and sanctioned. Within 2 business days after receiving notification that a student has been found responsible for more than one violation of the Student Code of Conduct and sanctioned, the student will be notified by the program supervisor that the program review committee will meet to determine the student's status in the program. Normally, the program review committee will convene within 5 business days of the issuance of the decision from the Dean of Students Office.

Step 4

A program review committee will be comprised of a minimum of three full-time faculty members. The instructor/faculty member making the allegation regarding the dispositional deficiency of a student may not serve on the committee reviewing the disposition. If the program review committee has less than three full-time faculty, other teacher education faculty selected by the program supervisor should serve on the committee. A fourth member will be selected to serve as a non-voting Chair during the proceedings.

Step 5

A date and time are set for the program review committee to review the facts associated with the dispositional deficiency. The candidate and the instructor/faculty member involved will be invited to the meeting. They will be notified at least 48 hours prior to the meeting with the meeting's date, time, location and specific disposition

that the student is accused of being deficient in, unless the candidate consents to not having 48 hours notice. Meetings will be conducted in accordance with applicable due process requirements. (Procedures for this meeting are at the end of this document.)

Step 6

The Chair for the program review committee furnishes a script for the meeting. The program review committee members will listen to all information presented during the meeting. The candidate will be given the opportunity to present to the committee. Further, the program review committee will review the Teacher Education Professional Dispositions form. The program review committee will then deliberate in private.

Step 7

The program review committee will recommend a plan of action 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 recommendations will be forwarded to the candidate, originating faculty member, the Department Head and placed in the candidate's file.

Step 8

The Chair will forward written notification of the committee's recommendation to the candidate, originating faculty member, and the Department Head normally within 48 hours. If a plan of action is recommended by the committee, the written notification should also include this plan of action. This notification will also include the process for requesting an appeal.

Step 9

If the situation warrants, the program coordinator, program review committee chair, and/or Department Head will also meet with the candidate to inform him/her of the committee's recommendation. The recommendation of that conference will be forwarded to the Dean of the College of Education.

Step 10

The candidate may appeal the committee's recommendation to the Dean of Education in writing within (5) university business days after being notified of the program review committee's decision requesting a meeting with the Dean. Prior to meeting with the Dean, the Dean will review the candidate's file which will outline the program review committee's recommendation. The decision of the Dean is final.

Procedures for Step 5

1. The Program Review meetings are of a private, confidential nature. They are closed to the public. A student may be accompanied by a person of their choice for support at the meeting. That person may provide advice to the student in a non-disruptive manner but may not participate in the meeting. If that person is an attorney, the student must notify the College of Education at least 2 business days prior to the meeting.
2. The Chair will identify the dispositional deficiency that the committee is reviewing.

3. The Chair will ask the candidate to state whether or not they agree that their actions have exhibited a dispositional deficiency and/or whether they agree with the faculty members recommended plan of action (if one has been recommended). The candidate may state that he/she does not have a dispositional deficiency or the candidate may accept responsibility for having a dispositional deficiency.
4. The Chair will ask the program review committee members to introduce themselves.
5. The Chair will ask the course instructor/faculty member to present their concerns.
 - a) Information will be presented. The candidate may ask questions.
 - b) The Committee members may also ask questions.
6. The candidate may present a response that may include testimony of witnesses and supporting information/documentation.
 - a) All witnesses will be called separately and may not hear each other's testimony.
 - b) Examination and questioning by members of the committee may follow any witness statement or information presented.
 - c) The committee members may ask the course instructor and/or candidate questions during this phase.
7. The course instructor will be asked by the Chair if they have any additional information or comments that they would like to present to the committee.
8. The candidate will be given the final word prior to deliberation by being asked by the Chair if they have any additional information and/or comments that they would like to present to the committee.
9. The committee will go into a closed session to determine if the candidate has a dispositional deficiency. Please note this step would be skipped if the candidate has already stated that they were responsible or if the University (Student Honor Code or Student Code of Conduct) has found them in violation.
 - a) The standard of proof used to determine whether a candidate has a dispositional deficiency will be based on a preponderance of the evidence.
 - b) These deliberations will be closed to all but the members of the committee and non-voting Chair.
10. If the candidate is found to have a dispositional deficiency, the committee will then determine the appropriate course of action. The program review committee will review the Teacher Education Professional Dispositions form and recommend a plan of action 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.
11. The candidate will be informed in writing of the committee's decision and the appeal process normally within 48 business hours after the committee meets. The candidate may appeal the decision to the Dean of Education within 5 university business days after receiving notification of the committee's decision. The decision of the Dean is final.

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Teacher Education Professional Dispositions Deficiency Form

This form is applicable to candidates participating in the Teacher Education program. When a deficiency is reported, the faculty member, instructor, or supervisor must document in writing the behavior used by the candidate that is the basis for the Teacher Education Professional Dispositions Form. The faculty member, instructor, or supervisor must then meet with the candidate to make him/her aware of this action and the reason for it before submitting the Teacher Education Professional Dispositions Form. Candidates are to be given a copy of any form requiring their signature. The signature does not mean that the candidate agrees with the decision of the faculty member; rather it is just an indicator that the candidate was informed. Any instructor or faculty member may file a Teacher Education Professional Dispositions form if a candidate's professional behavior or disposition to enter or continue in the Teacher Education Program is questioned. Part 1 should be completed within 5 business days and submitted to the program supervisor and Department Head. Part 2 should be completed within an additional 5 business days and forwarded to the candidate, originating faculty member, Department Head and placed in the candidate's file.

Candidate's Name: _____ 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 | |

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

Faculty Member's Signature: _____ Date: _____

Candidate's Signature: _____ Date: _____

(Signature indicates the form has been shared with the student.)

Check Appropriate Statement: This Teacher Education Professional Dispositions Form will be placed in the candidate's file for further reference regardless of statement checked.

_____ Deficiency addressed by faculty member. No Program review committee action required.

_____ Program review committee action required.

Describe how the deficiency was addressed. (attach additional information if needed)

Part 2. Program review committee Comments/Action Taken (attach additional information)

Program Supervisor's Signature: _____ Date: _____

Candidate's Signature: _____ Date: _____