



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 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)

