

Professional Dispositions of UW-Stevens Point Teacher Candidates: Statement of Dispositions

The University of Wisconsin-Stevens Point (UWSP) School of Education (SOE) faculty, staff, and school-based partners believe that well prepared teacher candidates understand and effectively demonstrate the knowledge, skills and dispositions of the teaching profession. According to the National Council for Accreditation of Teacher Education (2008, p. 89-90), professional dispositions are defined as:

professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.

We have the responsibility of assessing future educators' application of knowledge, skills, and dispositions in coursework and school settings to ensure effectiveness in their teaching. Candidates are expected to conduct themselves in a manner consistent with the highest degree of professionalism. It is important for candidates to recognize when their own dispositions may need to be modified and develop plans to do so.

Effective educators come from diverse backgrounds, and have varied opinions, interests, abilities, and personalities. However, we believe that some effective educator qualities are common to all good educators. These qualities include: adapting to social, cultural, economic and demographic patterns; skillfully using technology and other educational tools to promote teaching and learning; and acting in caring, fair, professional, respectful and responsible ways.

Therefore, all UWSP professional education candidates are assessed on and expected to show growth in the following dispositions throughout their teacher preparation program (see Figure 1):

- 1. Inclusive Excellence
- 2. Responsibility for Self and the Fostering of Collaborative Relationships
- 3. Reflectivity about Teaching, Learning, and Interactions
- 4. Creativity and Critical Thinking in Teaching, Learning and Problem Solving
- 5. Perseverance for Excellence
- 6. Professionalism in Teaching, Learning and Interactions

Process for Implementation

- 1. When students declare their intent to teach, they receive the UWSP SOE Undergraduate Advising Guide. The **Professional Dispositions Policy** is included in this guide.
- Upon admission to the Professional Education Program (PEP), students read and sign the <u>Dispositions</u>
 <u>Statement of Understanding</u>, indicating their agreement to work with and demonstrate these dispositions as teacher candidates. This document (along with other application materials) is maintained in the student's file in the Advising, Recruitment and Retention Office.
- 3. Throughout the PEP, teacher candidates have opportunities to connect with and reflect upon professional dispositions. Faculty and staff encourage students' cultivation of professional dispositions in the context of course work, practicum experiences and other professional activity. A documented self-assessment of

- professional dispositions occurs at these points in the PEP: introductory courses, fundamentals block courses, methods courses, application to student teach and throughout student teaching.
- 4. When the professional (faculty, staff, or school-based partner) observes significant and/or repeated discrepancies between dispositions demonstrated by the teacher candidate and those required by the profession, the following steps are initiated:
 - <u>Step 1</u> The professional meets with the teacher candidate to discuss the behaviors or actions they have observed. During the meeting, the <u>Step 1 Form</u> is completed to document a growth plan which will be monitored for successful implementation.
 - <u>Step 2</u> In the event the teacher candidate is not successfully implementing the growth plan, the professional and at least two other professionals meet with the teacher candidate and an advocate, if so desired. During the meeting, the <u>Step 2 Form</u> is completed to document an agreed upon intervention plan. In severe cases, a decision may be made to move immediately to Step 3.
 - <u>Step 3</u> The professional and at least two other professionals (including the Associate Dean of the SOE) meet with the teacher candidate to recommend removal from the PEP (<u>Step 3 Form</u>).



Professional Education Program Teacher Candidate Dispositions

Figure 1 Adopted 11/29/10

Mastering

advocates for and supports teaching

sustains democratic classroom cli-

Integrating

Allows multiple perspectives and accepts forms of diversity in non-threatening manner in

Inclusive in group work;

success of the group;

demonstrates responsibility for

considers, and appropriately

perspectives and constructive

views oneself as a professional

Demonstrates critical thinking,

flexibility and creativity in

problem-solving; seeks and

respects the perspectives of

responds to alternate

criticism;

others

Seeks wisdom and help when needed:

Differentiates instruction;

and learning of diversity;

reflexivity in practice.

actions, speaking and writing mentors others wisely.

mate:

Ongoing integration of awareness and careful consideration to inform practice; accepts responsibility for self and others; demonstrates reflexivity and "withitness"

Models flexibility, creativity and critical thinking in all aspects of teaching and learning; inspires students and others to think critically and creatively when problem-solving

Establishes and pursues an ongoing professional growth agenda that fosters success for self and others

Presents self, acts, and interacts in professional manner; demonstrates and facilitates

Models professionalism in interactions with others: uses current and best practices in content and methods of the profession: committed to and engages in life-long learning

Comprehending

the complexity of multiple

perspectives and forms of

diversity

Demonstrates understanding of

Emerging

Recognizes democratic values;

demonstrates awareness of

diversity

Dispositions

(With WI Teaching Standards & InTASC Core Teaching Standards)

Inclusive Excellence

(WTS 2,3,5,7,10) (InT 1,2,3,7,10)

Explores responsibility to self in relation to others

Responsibility for Self and the Fostering of Collaborative Relationships.

(WTS 5, 6, 10) (InT 3,5,8,10)

Reflectivity about Teaching. Learning and Interactions

(WTS 2,3,8,9) (InT 1,2,6,9,10)

problem-solving

Creativity and Critical Thinking in Teaching, Learning and Problem Solving

(WTS 1,2,3,4,7) (InT 1,2,4,5,7,8)

Perseverance for Excellence (WTS 1-10) (InT 1-10)

Professionalism in Teaching. Learning and Interactions

(WTS 6,9,10) (InT 5,8,9,10)

Acknowledges one's strengths and limitations; develops metacognition

Values creative approaches to

Explores the meaning of excellence in the contexts of teaching and learning

Values respectful working relationships with others

Understands and articulates value of professional and personal relationships; engages in professional networking

collaborates in respectful ways Explains and demonstrates with others. collaborative, respectful behavior: articulates personal responsi-Listens attentively to, accepts,

Understands and articulates interrelationships across coursework, life experiences and their impact on one's learning

bility within a group setting

Articulates and demonstrates creative multiple problemsolving strategies

Demonstrates a willingness to

be challenged and persists in

professional growth

Takes initiative to do what needs to be done and seeks input and resources to ensure greater success

ethical and professional behavior



Professional Dispositions of UW-Stevens Point Teacher Candidates: Statement of Understanding

I,	, have read,
(print your name)	
understand and agree to abide by the Profess	ional Dispositions Policy (attached) of
the UWSP School of Education Professional Ed	ducation Program (PEP) throughout my
program of study. I also understand that, as s	tated in the policy, my Dispositions
documents may be disclosed to school official	s* with a legitimate educational
interest in the information.	
cher candidate signature	date

Return this signed/dated Statement of Understanding to the School of Education Advising, Recruitment & Retention Office by the listed deadline.

*UWSP defines a school official as "a person employed by the University; a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a student serving on an official committee such as a disciplinary or grievance committee, or assisting another University official in performing his or her tasks." A school official has a legitimate educational interest if "the official needs to review an education record in order to fulfill his/her professional responsibilities." (Retrieved from UWSP Registration and Records 2/27/12 http://www.uwsp.edu/regrec/Pages/FerpaQA.aspx

This form will be maintained in the teacher candidate's PEP file.