

## 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 2/14/2014

### Mastering

Differentiates instruction; advocates for and supports teaching and learning of diversity; sustains democratic classroom climate; reflexivity in practice.

> Seeks wisdom and help when needed; mentors others wisely.

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 interbehavior

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**

Demonstrates understanding of

the complexity of multiple

perspectives and forms of

Explains and demonstrates

articulates personal responsi-

bility within a group setting

Understands and articulates

coursework, life experiences

Articulates and demonstrates

creative multiple problem-

solving strategies

and their impact on one's

interrelationships across

collaborative, respectful

diversity

behavior;

learning

#### **Emerging**

### 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 3,10)

Reflectivity about Teaching, Learning and Interactions

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

Creativity and Critical Thinking in Teaching, Learning and Problem Solving

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

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

Professionalism in Teaching. Learning and Interactions

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

Recognizes democratic values; demonstrates awareness of diversity

Acknowledges one's strengths and limitations; develops metacognition

Values creative approaches to problem-solving

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

Values respectful working relationships with others

Demonstrates a willingness to be challenged and persists in professional growth

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

Allows multiple perspectives and accepts forms of diversity in non-threatening manner in actions, speaking and writing

Integrating

Inclusive in group work; demonstrates responsibility for success of the group; collaborates in respectful ways with others.

Listens attentively to, accepts, considers, and appropriately responds to alternate perspectives and constructive criticism; views oneself as a professional

Demonstrates critical thinking, flexibility and creativity in problem-solving; seeks and respects the perspectives of others

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

acts in professional manner; demonstrates and facilitates ethical and professional